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ABSTRACT

Designed for high school seniors, this unit, consisting of a teaching guide and instructional materials for students, focuses on the nature and meaning of the obligation of an American to his country and himself in regard to military service. Cognitive objectives are to provide students with an understanding of conscription, of the Selective Service System of the U.S., of alternative responses to military services and alternative means of providing for the national defense. Affective objectives are to help students explore the nature of their obligation to themselves and their country, of alternative positions, and of patriotism and loyalty. Activity units introduce role playing, skits, filmstrips, readings, and class discussion. The teacher's guide outlines intended content and activities for each of the twenty day class periods. Most student instruction materials are included in the workbook. Topic headings for the four parts are: The Selective Service System and Conscription in the U.S., Alternative Means of National Defense, Alternative Individual Responses to Military Obligation, and Individuals in Interaction within the Selective Service System. Appendices include other activities, tests and answers, charts, role assignment sheets and cards. (SJM)

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MILITARY OBLIGATION AND THE INDIVIDUAL,

with a focus on conscription in the U.S.

STUDENT WORKBOOK

3rd Draft, February 1972

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* Not included in this workbook.

A NOTE TO PARENTS

Why Teach About the Draft?

The Public Information Office of the Selective Service System, in urging study of the draft in schools, has stated: "There is continuing concern that young men all over the nation -- especially those nearing their high school graduation -- sometimes do not have access to adequate and accurate information about the draft. Too often a young man is required to make critical decisions about his future without knowing all the pertinent facts."*

Without adequate information, our young men face the possibility of military service with anxiety, fear, or a fatalistic acceptance. Not really knowing their alternatives, and failing to understand the rationale for Selective Service, they frequently base their decisions on false information gathered from friends, rumors, and the often-sensationalist views of the news media.

The purpose of introducing the study of military service into the schools is not to help young men find "an easy way out," or to encourage deviant patterns of behavior. Instead, the goal is to help them to understand the workings of the Selective Service System, their rights and obligations, and how the draft system fits into the framework of a democratic society.

Why Should the Schools Do It?

The classroom offers the proper intellectual atmosphere for a dispassionate and rational approach to the problem. The issues dealt with, sensitive as they seem, are really no different than those encountered in such courses as "Problems of Democracy." The Selective Service System, in fact, urges that the study of the draft be fitted into the larger framework of pertinent courses at the high school level.

Is there a danger that the course will encourage draft resistance? Illegal alternatives exist whether the unit is taught or not. Actually, the material presented should help the student gain a better understanding of the consequences of such a decision. In addition, much of what is learned should help to counteract the common emotional response that the potential draftee is being victimized by a system over which he has no control.

Why Should Girls Be Included?

Girls -- as sisters, friends, and girl friends -- are just as subject to conflict and anxiety over the decisions as are the young men who make those decisions. In addition, the issues involved in this study concern all citizens, whether or not they are likely to be called upon for military service.

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* National Headquarters, Selective Service System, Curriculum Guide to the Draft; an Instructional Unit for High Schools, Washington, D.C., 1970, p. 1.

INTRODUCTION

Why Study Military Obligation?

For many Americans, the subject of military obligation has become almost a dead issue. The war in Vietnam is "winding down" -- at least in terms of U.S. involvement; anti-war and anti-draft protests are now scattered affairs that draw little support; stories of draft resisters or guys who flee to Canada or Sweden seldom hit the news any more. Besides, many people say, Congress is going to abolish the draft in another year or so and we'll then have an all-volunteer military.

Why, then, study about military obligation?

In the first place, as voters and citizens you will have a voice in deciding what sort of system we choose to provide for the defense of our country. Of course it would be ideal if we could do away with the military establishment altogether, but given the realities of our troubled globe, few people feel that we dare try to achieve that ideal. How, then, should we provide for our national security? An all-volunteer army gets rid of the draft system, but is this really what we want? What are the arguments against it? What other alternatives do we have?

Because many urgently desire to do away with the draft system, we run the risk of installing a different system which could be more harmful. We're dealing here with issues that are basic to the very existence of a democracy -- what obligations does the individual have to the nation; what does society have the right to expect from each of us; what is the best way for a democracy to provide for its defense? Is it ever right to kill another human being? We need to give some hard thought to those questions before we make decisions about them, either as individuals or as a nation.

A second major reason for dealing with this subject is that, until we decide on a different approach, we are living with the Selective Service System. Obviously many of you are directly affected. And all of you are involved. When a young man finds himself caught in the complex maze of the draft system, he has some tough choices to make in deciding what his response will be. Much of that decision is based on what he knows (or doesn't know) about the system, and the advice and support he receives from those around him. Too many guys have messed up their lives by acting out of ignorance and misinformation.

This unit offers you a chance to learn something about the draft system, how it affects you, and what the alternatives are. The intention is not to sell you a point of view, but to provide you with some of the information you need to make your own decisions. This is <u>not</u> a complete course on the questions of military obligation and no one is going to emerge as an expert on Selective Service. It is a starting point only and, because it is, we've tried to indicate sources you can turn to for more information.

A Special Note for Women

You are not required to register for the draft or to perform military service. However, someone close to you -- a brother, friend, or boy friend -- may be called upon to do so. His decision will be an important one in his life and perhaps in yours. Also, you <u>are</u> eligible (at 18) to enlist in the armed forces, serve on a draft board, and vote.

What the Unit Covers

Over the course of the next three or four weeks, you will be dealing with such questions as:

- How does the draft lottery work? What are the Selective Service classifications, the qualifications for them, and the procedures for appealing?

- What are the alternatives to the present draft system? What are the arguments for and against each?

- What responses are open to the individual facing the draft, outside the law as well as within it? Why do men choose these alternative responses? What are the possible consequences of each response, for the individual and for society?

- What is it like to sit on a draft board or an appeals board? How does it feel to face one of those boards? What are the procedures and what options do you have?

ESSAY ASSIGNMENT

Homework:

Select one topic from the five listed below and write an essay which gives your opinions on it. Your essay should be no more than two pages in length.

Essay Topics: Write on one only.

A. Do you think the government has the right, legal or moral, to require all young men to give two years of service to the country? Defend your answer.

B. Can a man fully and properly discharge his duties as an American citizen if he is unwilling to serve in the armed forces?

C. Respond to this statement: "For one to refuse to serve in the military service of one's country is to shirk one's duty as a citizen and to defile the memory of those who have fought and died for their country, as well as the nobility, courage and dignity of man."

D. Respond to these two statements:

"Our country, in her intercourse with foreign nations: may she always be in the right: But our nation right or wrong." And, "The man who prefers his country before any other duty, shows the same spirit as the man who surrenders every right to the state. They both deny that right is superior to authority."

E. "Conflict among men is in the nature of things: organized mass violence (war) is not." Respond to this statement.

Part I: THE SELECTIVE SERVICE SYSTEM AND CONSCRIPTION IN THE U.S.

A. Historical Notes

In the Colonial period armed forces were raised for local and state defense under militia laws. These armed forces were generally untrained and existed primarily for defense against Indians.

The Revolutionary War was fought with individual volunteers and militiamen sent to Washington's army by the Colonies. No national conscription law or draft was established during the revolution and attempts to establish conscription in 1790 and 1814 failed. The first use of conscription for military service in the U.S. was during the Civil War.

Civil War

Faith in the volunteer system and reliance upon militia organizations probably were based less on the facts of their history than on the prejudice inherited against conscription and "militarism" (generally associated with the English).

The country came to the great ordeal of the War Between the States still lacking, on both sides, any real military policy. The states still had their militia, and the Federal Government had a standing regular army of 16,000 troops, most of which were on the frontier. . . .

National conscription was enacted and put into operation in the North early in 1863. The law provided "that all able-bodied male citizens--between the ages of 20 and 45--constitute the National forces, and shall be liable to perform military duty in the service of the United States when called out by the President." It provided for an order of call based on classifications as to age and marital status and allowed substitutions and payments in lieu of service. With money as the measure of draft vulnerability, it was inevitable that the poor man served and the rich man did not. "Substitute brokers" sprang up everywhere and did a thriving business with men who sold themselves and then promptly deserted to be sold again in another locality and under another name. Officials associated with the administration of the draft are said to have grown rich from the obvious opportunities for graft. . . .

Against such a background, public resentment rose so high as to threaten actual insurrection. Rioting was widespread, and in New York City one such riot lasted 4 days and resulted in hundreds of deaths. This massive disruption was one of at least half a dozen nationwide--including riots in Trenton, Boston, Portsmouth, and Wisconsin--expressing strong antagonism towards conscription as then practiced.

The Confederacy had adopted a draft law after 1 year of experience with volunteer enlistments. Early Southern successes in the field were due, at least partially, to recruitment of troops in the beginning for a full year of service as against the 3 and 9 months' enlistments in the North.

But the South also indulged in sweeping occupational exemptions which permitted large numbers of citizens to escape the draft and led to even greater abuses than in the North.

This was the birth of a somewhat questionable form of national conscription in America. . . .

World War I

By comparison with conditions in 1863 and 1864, the conception and the execution of drafting men in 1917-18 might have appeared practically flawless. . . .

The seeds of national service sprouted with sufficient vigor when World War I came and resulted in passage of the Selective Service Act of May 18, 1917. This act committed the Nation to a full mobilization of its manpower and resources at the outset and passed Congress by an overwhelming majority. . . .

One of the most conspicuous sentences in the draft law of 1917 authorized the President to "create and establish local boards of three or more members none of whom shall be connected with the military establishment--such boards shall have power within their respective jurisdictions to determine all questions of exemption under the act."

The Act of 1917, based upon its own declaration of "the liability to military service of all male citizens," authorized "selective draft" of citizens between 21 and 31 years of age for service for the period of emergency. It authorized acceptance of volunteers at the discretion of the President and prohibited all forms of bounties, substitutions, or exemptions purchased for money or any other consideration. It exempted ministers, divinity students, and some of the higher categories of public officials and provided for exemption of men engaged in essential occupations according to the discretion of the President. The act recognized dependency as a basis for exemption. (This repeated use of the unequivocal word "exemption" marks one of the notable differences between the Act of 1917 and the Act of 1940, in which "deferment" implies service just around the corner.) The 1917 Act also recognized religious scruples against bearing arms but permitted the conscientious objector exemption only from actual combat duty. . . .

The system was organized with the local boards as the base. A National Headquarters operated under the Provost Marshal General in Washington, and a State headquarters under the Governor of each State. Each Governor was aided by an army officer known as the Draft Executive. This officer, usually a civilian commissioned in the Army specifically for this position and answerable to the Provost Marshal General, was the closest tie of the military to the operation of the draft by local boards. Also on the local level were civilians to aid the registrant and the local boards.

At the time of the armistice in November 1918, the Selective Service System totaled almost 200,000 persons, about the same total engaged during the operation of the System in World War II. . . .

World War II

The first peacetime Selective Service law in American history (1940) was passed in the shadow of impending war. And although a sense of emergency surrounded the act, it nevertheless had to conform to the modifications imposed by a time of peace, no matter how precarious the peace. The Selective Service Act of 1940 followed the general principles of the World War I Act and provided the same general processes for its execution. It should also be noted that local board members were presidential appointees recommended by their Governors. . . .

From Pearl Harbor to the end of the fighting, Selective Service underwent constant change and expansion as it sought to meet the steadily mounting manpower problems created by the rapid and unpredictable developments of the war. But the principle remained the same: All men were liable for military service in the order of their availability, with all deferments temporary, granted only in the national interest, and to be withdrawn whenever the national need required. For example, the conditions of deferment were hardened as the needs of Armed Forces grew, until the question of unusual hardship to a registrant's dependents or the degree of disruption of family life caused by his induction became less important and was carefully measured against the national needs.

As dependency diminished almost to the vanishing point as a Selective Service problem, that of occupational deferment grew steadily greater until it became by far the main concern of the System. . . . Occupational deferment policies developed out of the rather simple proposition that if a man is engaged in a war-supporting undertaking and cannot be readily replaced, he is eligible for deferment. . . .

1945-50

The law, commonly known as "The 1940 Act," under which the Selective Service System operated throughout World War II originally was enacted on September 16, 1940, and with various amendments was extended to March 31, 1947.

In the months immediately following the close of World War II, there was much deliberation over universal military training, and congressional leaders appeared to favor the passage of some such legislation. With this possibility in mind, President Truman recommended that the 1940 Act be permitted to expire, making it plain, however, that if voluntary enlistments were not sufficient to man the Armed Forces, reenactment would be requested. . . .

The 1948 Act and Amendments

On March 17, 1948, less than a year after the expiration of the Act of 1940, the President announced that voluntary methods had failed to achieve and maintain the required strength of the Armed Forces, and the enactment of a new Selective Service legislation was requested.

The act of June 24, 1948, re-established the Selective Service System. . . . The Organization and functions of the Selective Service System under the 1948 Act were basically similar to those under the 1940 Act. . . .*

From 1948 to the Present

The Selective Service System was extended again in 1951 in the Universal Military Training and Service Act, which essentially continued the provisions of the 1948 law. The Universal Military Training and Service Act was extended in 1955, 1959 and 1963. In 1967, the draft law was re-titled the Military Selective Service Act and draft authority was extended until June 30, 1971.

Growing controversy over the war in Vietnam and about the draft system which provided much of the manpower for it gradually increased public pressure for reforms of aspects of the draft many people felt to be unfair. The period from 1968 to the passage of the Military Selective Service Act of 1967, as amended in late 1971, has seen numerous changes in draft law and procedure. Among the most important changes are the following: The use of a lottery system to choose the order in which men are drafted, elimination of new occupational, student, and fatherhood deferments, the right to bring witnesses before the local board and to appear personally before appeal boards, shortening the length of time a draft board member may serve and lowering the minimum age for members (to eighteen) and the maximum age (to sixty-five), and broadening of the legal definition of conscientious objection.

The Selective Service System at present is still based on the local board as the decision-making unit, but with many fewer decisions to make. Under current law, eighteen year old male citizens (and some aliens) must register for the draft, but no one is processed further until he receives his lottery number in the calendar year in which he becomes nineteen). Then only such men who have numbers lower than the cut-off point projected for the next year's draft calls are processed by Selective Service.

The Selective Service process provides registrants with opportunity to submit any pertinent evidence and with an appeals procedure for registrants unhappy with the classification given them. For current information see the most recent Selective Service pamphlets.

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*Excerpted from the Curriculum Guide to the Draft, 1970 edition, pp. 68-72.

B. Glossary

Study these words and know their meanings by next week, when your teacher will give you a quiz on them:

1. Selective Service
2. obligation
3. classification
4. alternative
5. mercenary
6. the draft
7. non-violent
8. compulsory
9. deserter

Part II: ALTERNATE MEANS OF NATIONAL DEFENSE

A. Introduction

As you have seen in the historical notes in Part I, for almost two hundred years Americans have been making decisions about how our nation should defend itself, and about how individuals should satisfy their obligation to their country. Today, we have to make the same types of decisions. In Part II you will study various means of national defense which have been proposed and tried.

Most Americans agree that some form of armed forces is essential for guaranteeing the security of our country. However, in recent years an increasing number have been searching for other means than war or threats of war to provide for defense of societies. One of the five policy proposals you will study suggests that nations can defend themselves without armies. Therefore, you'll probably want to use different criteria for evaluating it than you will for the four concerned with raising conventional military forces.

Among the issues to be considered in providing for military defense are:

fairness -- What way is the fairest to the individuals being asked to serve, especially if all able men (and/or women) are not needed?

feasibility -- Which ways will "work," that is, raise the needed manpower and allow for continued and effective armed forces?

cost efficiency -- What way is cheapest for the society?

flexibility -- Which methods allow the country to vary its level of armed forces as need fluctuates?

societal need -- What level of forces is needed and does the society need manpower for purposes other than national defense (e.g., Vista type programs)?

legitimacy -- Which of the proposed methods are legitimate (appropriate and just) ways to procure manpower?

In comparing military to non-military means of defense you may wish to consider some of the following moral and political questions well:

Morality -- Is it right under any circumstances to organize armies and build weapon systems for the indiscriminate killing of other human beings?

Risk -- Given the possibility of disastrous nuclear war is it less risky to organize a non-military defense and risk possible invasion? How likely is such an invasion?

Quality of life -- How would our standard of living, the environment and relations with other nations be affected if we had no military forces?

Practicality -- What would be required in leadership, resources, education and public understanding if a civilian defense force was to be developed?

Some of the alternate proposals for providing national defense include:

A Selective Service System -- Proponents call for retention of the present draft system but with further reforms to make it more fair, such as the replacement of local draft boards by regional offices. Many of the reforms called for several years ago have now been put into effect (e.g., abolish student deferments, a lottery system of drafting, etc.) At present only a percentage of eligible men are drafted.

Universal National Service -- This alternative calls for the drafting of <u>all</u> young men (at an age between 18 and 20) for several years of service to the nation. Some plans call for the drafting of young women also. Under the universal national service plans, draftees would have some choice between military and other forms of service (e.g., some might serve in anti-poverty programs or the Peace Corps), but men would be forced into military service if necessary to maintain the desired level of manpower.

Universal Military Training -- This proposal calls for conscripting <u>all</u> young men for one year of military training. If the required number of men voluntarily enlisted for service beyond the one year training period, the others would be released. However, trainees could be drafted by a lottery for longer service if necessary.

All-volunteer Armed Forces - Proponents of this plan call for U.S. armed forces to be raised by voluntary means rather than by a draft. Men would be induced to volunteer by higher pay and better service conditions as well as by appeals to patriotism. (Service conditions have been improved and pay has been raised substantially in recent years.) Some advocates of this plan call for the total abolition of the present draft system, while others call for its retention in case of national emergency.

National Defense Without Military Forces -- There has been little experience with this means of defense at the national level and few detailed proposals for it exist, but with the threat of nuclear war some serious proposals for a system of civilian non-violent defense have been made. These plans call for the training of most civilians in the techniques of non-violent resistance (such as that used by Martin Luther King and Gandhi) and the development of a national organization capable of directing massive noncooperative efforts in the event of attempted occupation by a foreign army.

B. Glossary

Study these words and know their meanings for Quiz 2 next week:

1. exemption
2. deferment
3. induction
4. deterrent
5. emigrant
6. conscription
7. resister
8. draft-dodger
9. conscientious objector

C. Readings on Alternate Means of National Defense

Homework assignment:

Read the selection in this Workbook which follows, entitled "Civilian National Defense." Also read selections 1, 2, 3, and 5 from Part 6, "What Alternatives Exist" (page 87) of Country, Conscience, and Conscription.

Below are two questions on each of the readings. Keep these in mind as you read and answer them on a separate sheet of paper.

From Student Workbook:

"Civilian National Defense"

Do you feel the author makes a good case for at least exploring non-military means of national defense?

What do you feel is the likelihood of civilian defense working as a deterrent to attack by another nation? Why?

From Country, Conscience, and Conscription:

1. "The Draft is Here to Stay, But it Should be Changed"

   On what basis would you agree or disagree with the author that compulsory national service has "overtones of authoritarianism"?

   For what reasons do you think the lottery system has or has not worked as well as the author predicted?

2. "The Case for Drafting ALL boys - and girls"

   Does the author successfully answer the criticisms of civilian service in the previous selection? What practical difficulties would you foresee in implementing her plan?

   For what reason do you feel that those who are called for military service would consider Dr. Mead's plan more equitable than the current system?

   What are your own feelings about the feasibility and fairness of a national service corps?

3. "An All-Volunteer Army"

   Which of the authors of previous selections do you think would agree with these proposals? Which would disagree? For what reasons?

Do you think the author makes a convincing case for an all-volunteer army? Can you think of additional arguments for or against the plan? Does a volunteer army seem to you a satisfactory or unsatisfactory alternative to the draft?

5. "The Country Needs UMT"

In what ways do General Eisenhower and Dr. Friedman agree or disagree?

Of the various arguments for UMT presented here, which do you consider most convincing?

D. "Civilian National Defense"*

A civilian defense policy has three main characteristics. First, it is designed to be a defense policy capable of practical operation under existing political and international conditions, although it may also contribute to significant changes in international relations. Second, it is a civilian as contrasted to a military defense policy. Military attack would be met with the quite different non-military sanctions of defiance and nonviolent non-cooperation. Present military personnel would not by definition be excluded from the implementation of the policy, but military means of defense would be replaced with civilian means. Third, it is a policy to be carried out by the civilians as a whole and not conducted for them by a small group of professionals or by an organization set apart from the rest of the society, although specialists and organizations would be needed. In crises, the effectiveness of this policy would ultimately depend to a much greater degree on the active participation of the citizens themselves in the defense of their political freedom and political society than in the case of military defense.

There is almost no doubt that a civilian defense policy would have to be considered and adopted through the normal democratic process and governmental decision. The governmental apparatus and resources would then be available for the preparation of the new policy, which would have to be considerable, and for assistance during the change-over.

There are two important differences between civilian and miligary defense. Civilian defense is designed not only to deal with external threats to freedom by invasion, but also to defeat attempts to destroy democratic government by means of a coup d'état, with or without external encouragement and assistance. Many parliamentary regimes have been ousted by such coups. Barring civil war, however, there has been virtually no defense capacity for such contingencies if the army leads or backs the coup as has often happened. This extension of defense capacity in the new policy would help to deter both the usual types of coups d'état and possible coups by very small political extremist groups once the military establishment has been abolished. Civilian defense cannot defend geographical borders or territorial integrity as such, but as a rule neither can the military establishment. Even the superpowers cannot ensure their territories against nuclear devastation.

The purpose of civilian defense would be to make the establishment and maintenance of control over the country impossible and, at the same time, set in motion influences in the invader's own country that would be internationally harmful to his regime and to the military venture. The primary attempt to defend free social and political institutions, and the principles underlying them, would thus finally lead to a geographic withdrawal or collapse of the invader. The advantage of this approach is the probability that it would considerably reduce physical destruction

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* Excerpted from, "The Political Equivalent of War," Civilian Defense.

and loss of life, while making it possible to refuse to surrender despite occupation.

Civilian Defense as a Deterrent

If an aggressive regime is deciding whether or not to attempt an invasion to take possession of another state, it will usually take into consideration a number of factors. These will include estimates of the relative ease or difficulty of the invasion and subsequent control of the country, and estimates of anticipated gains as compared to costs of the whole operation, including economic, political, idological, military, and other aspects. If the prospective invasion is not based on a huge gamble or pure irrationality, the likelihood of considerably greater losses and disadvantages than gains will probably discourage or deter the invader.

It is commonly claimed that strong military defense capacity can serve as an effective deterrent by making an invasion extremely costly, reducing possibilities for success, running a very low chance of defeating it, or promising massive retaliatory destruction. There is no reason to assume, however, that military power is the only available deterrent. Invasion is not an objective in and of itself. It is seen as a way to achieve a wider purpose, which almost inevitably will involve occupation of the country. If, however, a successful invasion is to be followed by immense difficulties in occupying and controlling the invaded territory and its population, this may be at least as effective a deterrent as military capacity to combat the invasion. Such control on a large scale is a problem even in the absence of well-prepared capacity for resistance. George F. Kennan has argued the difficulties of achieving and maintaining control over large conquered areas.

> There is no magic by which great nations are brought to obey for any length of time the will of people very far away who understand their problems poorly and with whom they feel no intimacy of origin or understanding. This has to be done by bayonets, or it is not done at all.[71]

Although he is not an advocate of civilian defense and has urged continuation of the nuclear deterrent, his 1957 Reith Lectures stressed the importance of the non-military component of Western resistance to communism. "The Soviet threat," he declared, "is a combined military-political threat, with the accent on the political." He propounded a "strategic doctrine addressed to this reality." This doctrine, which included military or preferably paramilitary forces, emphasized the need to strengthen the "internal health and discipline of the respective national societies, and of the manner in which they were organized to prevent the conquest and subjugation of their national life by unscrupulous and foreign-inspired minorities in their midst."

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71 Russia and the West under Lenin and Stalin (Boston: Little, Brown and Co., 1961), p. 276. Copyright © 1960, 1961 by James K. Hotchkiss, Trustee, with permission of Atlantic-Little, Brown & Co.

Such a strategy would not be designed primarily to defend the frontiers,

> but rather its defense at every village crossroads. The purpose would be to place the country in a position where it could face the Kremlin and say to it: "Look here, you may be able to overrun us, if you are unwise enough to attempt it, but you will have a small profit from it; we are in a position to assure that not a single Communist or other person likely to perform your political business will be available to you for this purpose; you will find here no adequate nucleus of a puppet regime; on the contrary, you will be faced with the united and organized hostility of an entire nation; your stay among us will not be a happy one; we will make you pay bitterly for every day of it; and it will be without favorable long-term political prospects."

A country in a position to demonstrate its ability to do this would, he maintained, "have little need of foreign garrisons to assure its immunity from Soviet attack." Moreover, defense based largely on organized civil resistance "could be maintained at a fraction of the cost per unit of the present conventional establishments."[72] . . .

Preparations for Civilian Defense

There is general agreement that, although it is never easy, it is less difficult to resist a tyrannical regime while it is seeking to establish itself rather than after it has succeeded. Kennan, in reference to the seizure of power by a totalitarian regime, points to the necessity for certain states of mind and behavior among the subjects. "For the seizure of power, a certain degree of mass bewilderment and passivity are required."[76] The advanced preparations and training for a civilian defense policy are designed precisely to prevent that condition; the usurper will encounter a population prepared to fight for its freedom. . . .

A major educational program to introduce the nature and purpose of the new defense policy would be needed for the country as a whole. This probably could best be implemented by central, state, and local governmental bodies, assisted by various independent institutions, such as schools, churches, trade unions, and business groups. People would be given the broad outlines of the new policy, the method of operation, and the results expected. This basic education would be designed to encourage justifiable confidence in the new policy and to instill in the general population the broad principles on which resistance in times of crisis would be based.

More specialized training would be required for particular occupational groups and for those wishing to participate in more

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72 Russia, the Atom, and the West (New York: Harper and Bros., 1958), pp. 62-65.

76 "Totalitarianism in the Modern World," in Totalitarianism, op. cit., p. 23.

advanced aspects of the defense policy. . . .

Specialists in civilian defense could play an important role in initiating resistance, especially at the beginning of an occupation or a coup, and could in specific situations serve as special cadres for particularly dangerous tasks. They could not and should not be depended on to carry out the resistance on behalf of the general population. Responsibility for the bulk of defense measures should be assumed by the citizenry. The specialists' role should be primarily that of assisting in training and in launching the initial resistance. . . .

Civilian defense "war games" and defense maneuvers, as part of the preparations, . . . would offer the specialists a chance to examine the viability of proposed alternative strategies and tactics for dealing with various types of threats. Maneuvers, ranging from ones to be held in local residential areas or factories to ones in cities, regions, and even the whole country, could be useful means by which the population would learn in a small way something of the practical application of the civilian defense principles. . . .

Preparations for civilian defense should also include continued efforts to improve the society and system. In the last analysis, the more worthy the society is of defense, the better that defense will be. Alienated or unjustly treated sections of the population can be a serious threat to success. . . .

Technical preparations are also necessary for civilian defense. It would be most desirable, for example, to provide, in advance, provisions and equipment that would lessen difficulties of communication with the population after the enemy has occupied key centers and seized established newspapers, radio stations, and other mass media. Printing and duplicating equipment for underground newspapers and resistance leaflets and broadcasting equipment could be distributed in advance.

. . . It is hard to say what would be the best governmental arrangements for the preparation and organization of a civilian defense policy. A Department of Civilian Defense might be set up to provide leadership and coordination. . . .

Strategies of Civilian Struggle

A program of total non-cooperation with the enemy would doubtless be the most effective strategy, if the population could maintain such non-cooperation with something approaching unanimity even in the face of severe repression, and if it were able to organize and continue life itself during the struggle. The difficulties of fulfilling these conditions may mean that sometimes such extensive non-cooperation will not be attempted. In any case, it could be effectively practiced only for limited time periods. This strategy, therefore, might be reserved for initial attempts at quick defeat of usurpation, applied as short, extra severe resistance at particular points in the course of a long struggle, or used toward the end of a prolonged struggle to bring it to a swift, successful close. . . .

Directly after the stage of initial symbolic resistance or after a period of general strike or total resistance, the strategy of selective resistance could be applied. Such a strategy provides for the concentration of resistance at specific points crucial to the usurper's control, or at those particularly important for the maintenance of the principles and way of life of the country. There are several potential advantages of this strategy. First . . . for a certain period of time the main brunt of the struggle may be borne by a particular section of the population . . . and the rest of the population . . . does not constantly have to be the primary target of attack. . . . Second, as totalitarian regimes seek to achieve and maintain control by . . . destruction of independent groups and institutions, . . . selective resistance can be focused on defense of particular groups and institutions, such as trade unions, schools, and churches, that may be subject to attack at any given point. . . . Third, selective resistance . . . may be directed at those points which symbolize important issues, for example, the freedoms of speech, religion, and assembly, in the battle of ideas between the two systems. . . .

As selective resistance is likely to be more frequently applied than total resistance, it would be crucial to decide well ahead of time on the types of issues to which resistance must be offered and on the points at which ground must never be given even for tactical reasons, whatever the price. . . .

As long as the citizens remain firm and refuse to cooperate and obey, they hold the real power. "For the tyrant has the power to inflict only that which we lack the strength to resist."[86] A dictator is no less dependent upon the sources of power granted to him by the subjects than any other ruler. If these sources of his power can be withheld by the non-cooperation and disobedience of the population, he, too, will be unable to maintain himself as a ruler. . . .

Possibility of Defeat

In considering the possibility of failure . . . , two factors need to be kept in mind. First, even failure after an heroic struggle by civilian defense is preferable to . . . a major nuclear war. At worst, it would mean a long, difficult, and painful existence under severe tyranny, but life would still remain, and with life the hope for eventual freedom. Emphatically, this is not a brief for the "better red than dead" type of slogan. It is not the abandonment of strength . . . . Nonviolent action is not a course for cowards. It requires the ability to sustain the battle whatever the price in suffering, yet would, in any case, allow a future for mankind. Second, . . . the failure to achieve total victory does not mean total defeat. Even if the population of the occupied country should lack the capacity to drive out the invader, it could have the strength to maintain a considerable

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86 Krishnalal Shridharani, War Without Violence (New York: Harcourt, Brace and Co., 1939), p. 305.

degree of autonomy . . . and ... . independence for the . . . institutions upon which the country's capacity for freedom largely depends. . . .

. . . If a country makes the maximum possible effort to fulfill the requirements of a civilian defense policy, there are grounds for thinking that, under present international and technological conditions, civilian defense offers a much greater chance of success than does military defense.

E. Worksheet for Filmstrip "Draft Debate"

Briefly answer the following questions (on a separate sheet of paper):

1. Under which President was compulsory military service first experienced in the U.S.?

2. How could a man legally escape the Northern draft in the Civil War?

3. Was there a draft in World War I?

4. Has opposition to conscription for military service occurred only during the Vietnam war?

5. Is the Selective Service System a part of the U.S. armed forces or Department of Defense?

6. Who determines the quota of men Selective Service is to draft each month?

7. Why were local draft boards used as the basic element of the Selective Service System?

8. What was the purpose of re-establishing a draft lottery?

9. Which of the following countries have compulsory military service?
Britain____ Soviet Union____ Israel____ China____

10. Name two countries which require military service from both men and women.

11. In which branch of the service do draftees in the U.S. usually find themselves?

12. What is a draft-induced volunteer?

13. Has Great Britain been successful in using an all-volunteer system to raise armed forces? Why or why not?

14. What are two alternative policy proposals to the present draft system for raising armed forces in the U.S.?

F. Arguments Against Alternate Means of National Defense

Below are short readings which raise arguments against each alternate means you have read arguments in favor of. Read each selection and be ready to compare the arguments for and against on the chart your teacher will pass out. (A blank chart is given in this Workbook at the end of these readings.)

1. Against all-volunteer armed forces

Arguments Against the Voluntary Army*

Efficiency.--It would be exorbitantly expensive to pay men a wage necessary to entice them into the Army. In fact, some studies have suggested that it would require an additional budgetary cost of up to $17 billion per year to provide for a military strength of three million men. Despite its wealth, this nation cannot afford an army of mercenaries.

Social and Political Reasons.--Some critics argue that a volunteer army would consist of a larger percentage of nonwhites than under alternative plans, since it is the poor, nonwhites who would have few attractive civilian alternatives. Hence, it is said, we would be discriminating against these minority groups by expecting them to bear the burden for us. Other critics accept the existence of racial imbalance but are not worried about this excess burden thesis. Instead, they are deeply concerned that the racial imbalance of the voluntary army would create a potentially dangerous situation, which could result in a minority attempt to overthrow or harass the civilian government.

Feasibility and Flexibility.--The volunteer army is not feasible since men would not volunteer at any price if there were a chance of being killed, and even if it were feasible, it would lack the flexibility to adjust to constantly changing world conditions. Valuable time would be lost in passing legislative pay increases and publicizing any increases that were made.

Other Goals.--. . . Other critics, such as the Clark and Marshall Commissions, regard a mercenary army as undesirable, since it violates the American concepts of equal sacrifice and citizen defense of the country.

An Army of Mercenaries*1

One objection that is often raised against the voluntary army proposal is that it 'might grow apart from the people and the social mores it was organized to defend with consequent dangers

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* Excerpted from Why the Draft? p. 42
*1 Excerpted from Why the Draft? p. 159

of militarism.'[1] Essentially, what is feared is that, under an all-volunteer system, the military establishment might develop loyalties of its own apart from a national loyalty, thereby becoming a threat to our political freedom and process.

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[1]Hanson W. Baldwin, "The Draft Is Here to Stay. But It Should Be Changed," © (1966) by The New York Times Company, New York Times Magazine, Nov 20, 1966, p 89.

2. Against a further reformed draft

Draft is a Tax.--An implicit tax is disproportionally levied on the draftees which, by all standards of equity, should be levied on all citizens of the country. In addition, the average voter neither bears nor knows the true cost of national defense and, hence, cannot make rational decisions.*

Arguments Against the Lottery System *1

Impersonal Selection.--Those who oppose the lottery . . . state that the impersonal selection of the lottery system is a major argument against it. Individuals with more valuable skills and training would be selected, while other individuals less essential to the civilian and military economy would not be called. For example, the potential electrical engineer would have the same chance of being selected as the school janitor. . . .

Equity.--Most critics argue against the lottery plan on the basis of equity. They argue that an equal chance of selection does not negate the excess burden of the draft. For example, assume there are 100 members of a community who must raise revenue for the operations of the government. Following the logic of the lottery plan, instead of everyone's being taxed, only ten names would be selected at random to pay the entire tax bill. 'Is it equitable,' ask the critics, 'for a nation to tax a few heavily and the rest not at all even if the few are chosen by an unbiased lottery?' The critics argue that it is not, and that is precisely what the lottery plan proposes.

Critics of the lottery have argued that it does not go far enough to correct the inequities of the Selective Service System. Indeed, the lottery has not changed the broad discretionary powers of local boards to grant or refuse deferments and to assign classifications.*2

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* From Why the Draft? p. 33. *1 From Why the Draft? p. 40.

*2 From p. 33, Intercom, Vol. 11, No. 3 (Nov/Dec 1969), "Conscience and War:. The Moral Dilemma."

The Draft Illegitimate

Why is selective service so largely accepted as legitimate when it violates so many of the principles on which American society was built, and indeed goes in the opposite direction to so many of the movements of our day? Selective service, for instance, is a form of involuntary servitude, it is a denial of liberty to the young, a denial of occupational choice; it is cut from the same cloth as indentured labor, slavery, prohibition, and compulsory chapel in colleges, all of which have disappeared or are disappearing.*

3. Against universal military training and/or universal national service

Wasted Resources.--The UMT plan, according to its critics, is a costly waste of resources, for not only do we waste the lost productive labor of the approximately four million conscriptees a year, but we also waste the resources of those military personnel who are taken from field forces to instruct the conscripts. A similar argument is levied against the civilian service aspect of the plan. We simply do not need so many young people working in occupations which could be otherwise more efficiently staffed by professionals who possess the requisite skills.

Equity.--Opponents of universal service view equity as an absolute instead of a relative concept. They believe it is no more equitable to require ten men to do something against their free choice than it is to force three of the ten to do likewise. If the training is sufficiently beneficial to the recruit, he would voluntarily enlist. If it is not so beneficial, the plan should be entirely disregarded, or if citizens value this training highly, they should vote for sufficient increases in military pay to attract the youth voluntarily.

Other Goals.--Some people oppose universal service because they oppose what they believe to be the inherent values of the system. They may not want young men subjected to the 'military mentality' or to the intellect-stifling discipline. Some oppose war in general, or the Vietnam war in particular, and, consequently, they oppose universal service because they believe it permits such wars to continue.*1

Forced Service Wrong

[A] major argument against Compulsory National Service is essentially identical to one of the arguments against conscription--that forced service of any kind is fundamentally incompatible with the broadest possible definition of freedom, that it is an invasion of individual rights contrary to the American traditions of voluntarism.*2

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* From p. 85, The Draft?, American Friends Service Committee.

*1 From p. 38, Why the Draft? *2 From p. 36, Intercom, Conscience and War.

4. Against civilian national defense

No Proved Defensive Ability

The main argument raised against civilian national defense is that it is an unproved alternative. It has not been demonstrated that civilian defense can protect a nation from invasion or citizens from slaughter during and after an invasion. Also, a nation using civilian defense might not be able to help protect its allies in case of threat to them.

Nuclear Blackmail

Even if civilian defense could protect a country from invasion, it could not prevent an opponent with nuclear weapons from extorting money or materials under threat of nuclear destruction if such demands were not fulfilled.

Defense A Specialized Activity

In an age of specialization it is unrealistic to ask all citizens of a country to participate directly in its defense. Armies are specialized agencies charged with national defense; civilian defense makes no provision for similar specialization.

G. CHART - Alternate Means of National Defense

CRITERIA	ALTERNATIVES					
	REFORMED DRAFT SYSTEM	VOLUNTEER ARMED FORCES	UNIVERSAL NATIONAL SERVICE	UNIVERSAL MILITARY TRAINING	CIVILIAN NATIONAL DEFENSE	
FACTUAL						
-who must serve?						
-length of service?						
-choice of service?						
SPECULATIVE OR VALUE QUESTIONS						
-fairness to individuals?						
-cost efficiency?						
-feasibility?						
-flexibility?						
-meets what societal needs?						
-legitimate method?						
-assumes individuals willing to serve?						
-makes what assumptions about the number of persons required?						
-assumes war & armies are necessary?						

H. Essay Assignment

Now that you have studied each of the major proposals for providing for U.S. national defense, you should be able to spell out the alternative you favor and to make good arguments for it. The alternative you favor does not have to be one that has been studied, and you can modify one that has been studied in order to improve upon it.

Your assignment: Write an essay, not to exceed three pages, which states the alternative means you prefer and gives reasons why this alternative should be chosen over others.

Evaluation of Parts I & II,
MILITARY OBLIGATION & THE INDIVIDUAL

I. Student Evaluation Form

Please answer the questions below briefly on a separate sheet of paper -- note question number before your answer.

1. Do you feel you know basic information about the Selective Service System and how it works?
   Is there anything you would like to see covered that was not? What?

2. Do you understand the major alternate policy proposals for providing for U.S. national defense?
   Is anything unclear to you in this area? What?

3. Has this unit been useful and/or interesting to you so far?
   What changes (leave things out, add, modify) would you make, if any?

4. Any other comments?

Part III: ALTERNATE INDIVIDUAL RESPONSES TO MILITARY OBLIGATION

A. Introduction

Now that you have gained an understanding of the various means of national defense, let us explore the subject on a more personal level: What are the responses to military obligation open to you as an individual? It is important to study each of the seven alternate responses so that you can better understand what choices are open to you and what consequences may flow from each response for yourself, those around you, and the nation as a whole. Exploration of this topic will have the following goals:

1. to know what steps are involved in each alternative;
2. to discover and understand the reasons why men have chosen one alternative over the others;
3. to discover the likely consequences of each alternate response for the individual who chooses it;
4. to speculate on the consequences for society of individuals choosing each alternative.

The seven alternative responses are:

1. performing military service
2. recognition as a conscientious objector
3. dodging the draft
4. resistance/non-cooperation
5. emigration to avoid service
6. gambling on the draft lottery
7. deferment or exemption

Brief readings on each of these responses are included below. References to further information on each response may be found in the bibliography at the end of this workbook.

B. Glossary

Study these words and know their meanings for Quiz 2:

1. procurement
2. tax in kind
3. enlistment
4. legitimate
5. voluntarism
6. feasibility

Review the two previous glossaries (Part I B and Part II B) in preparation for Quiz 2, which will cover all the words in the three lists.

C. Readings on Individual Alternatives

Homework:

Read each of the seven selections below. Your teacher will assign you one selection to pay special attention to. You may be asked to report to the class on this alternative. To help you prepare, answer the questions below on this one alternative. (Use a separate sheet of paper.)

1. What is the alternative outlined in this reading? What actions does it involve? If you were to use this alternative, what would you have to do?

2. Is this alternative considered legal? If not, what makes it illegal? What penalties can be imposed upon persons who choose this alternative? Under what conditions?

3. What makes the alternative a desirable one in the view of those who choose it? What benefits does it offer?

4. Aside from any legal penalties, what negative consequences can this alternative have for those who choose it?

5. What are the likely consequences to society when individuals choose this alternative? What might happen if very many individuals made this response?

Alternative 1: Performing military service

Any eligible young man (or woman) can perform military service, women by enlisting and men either by enlisting, volunteering for the draft, or simply waiting to be drafted. A man can fulfill his military obligation either by a tour of active duty or in the reserves (which provides for training on weekends and over the summer); the period of enlistment ranges from two to six years.

Many young men -- and women -- have found military service to be an attractive career. Besides feeling that they are doing something worthwhile, they find many opportunities for personal advancement and, at the end of twenty years of service, they are provided with a substantial "retirement" income for the rest of their lives.

Even those who serve a limited time of 2-6 years receive the advantages of education, vocational training, and the benefits of the G.I. Bill. Many young people who haven't been able to decide what they wanted to do with their lives discover that a tour of military service broadens their experiences and opportunities and gives them a chance to mature before moving into a job or higher education.

Society requires military service of its citizens and rewards those who perform it because the armed forces are considered essential to national security and defense. Men who serve acknowledge the nation's right to defend itself militarily and to require citizens to participate in that defense.

Of course military service is not without risks. Besides being cut off for a time from the freedom of civilian life, there is the exposure to death which must be faced especially by the small percentage who see actual combat.

Alternative 2: Recognition as a conscientious objector

There are a number of requirements for being classified as a conscientious objector: First, the man must inform his draft board that he believes himself to be a C.O. He can do this through the standard SSS Form 100 (Classification Questionnaire) or a letter. Second, he will probably be required to submit evidence of his C.O. status (SSS Form 50); most potential C.O.'s also submit letters from people who are willing to testify to their beliefs and sincerity. Third, he must persuade the board that he is opposed to all wars on moral, religious, or ethical grounds, and he must be willing to serve two years of "alternative" service.

Alternative service can take two forms: noncombatant duty in th military (1-A-0), such as medical corpsmen; or, civilian alternative service (1-0) under Selective Service jurisdiction. C.O.'s are required to serve only if their lottery numbers are called. Those who serve in the military are subject to the same benefits as other servicemen -- and they are exposed to the same dangers. Those in civilian service (such as the Public Health Service or the Oceanic and Atmospheric Administration) fulfill their military obligation but are not granted service benefits.

Men who choose this alternative usually do so because it allows them to follow their deepest beliefs. Many C.O.'s are members of pacifist churches (Mennonites, Quakers, etc.) which oppose all warfare. Occasionally a young man who is refused C.O. status will in turn refuse the draft -- he has then committed a felony and is subject to prosecution.

Largely because of Supreme Court decisions, the laws regulating C.O. classification have become much more liberal in the past few years. Although it is now easier to obtain this classification, conscientious objection is considered, not a right, but a special exception granted by society. And, even though legal definition of conscientious objection has become braoder, this has not changed the minds of many Americans who regard C.O.'s as cowards or even enemies of the country. This stigma is one of the prices a C.O. pays for his special position.

Alternative 3: Dodging the draft

A variety of tactics have been used by those who seek to dodge the draft, such as: presenting false information to Selective Service in order to obtain a deferment or exemption; secret failure to register for the draft; and attempting to hide from Selective Service after registering. Draft dodgers differ from those choosing other illegal alternatives (resisting or emigrating) in that they try to remain in the country and avoid prosecution for failing to cooperate.

Men choose to try to dodge the draft for different reasons; many simply feel they owe their country nothing and that the draft is an obstacle to be avoided. If successful, they not only avoid the draft but may gain satisfaction from having fooled the authorities.

Dodging the draft may require only a little time and some money -- as in the case of obtaining phony doctor's letters; or, if the dodger tries to go underground, he may have to sweat it out for years. And men who try to escape the draft by secretly failing to register must remain undetected until they are 31 in order to avoid prosecution. Draft dodgers not only face criminal action if they are caught, but also run the risk of encountering strong reaction from public opinion -- many people consider draft dodgers to be the worst kind of criminals.

Alternative 4: Resistance/Non-cooperation

Draft resistance in recent times has mainly focused on conscription for the war in Vietnam. Resisters are men who refuse to cooperate with Selective Service by refusing either to register or to cooperate after registration. Selective Service usually has continued to process resisters and to order them to report for induction; failure to report or refusal to be inducted is the crime for which non-cooperators are normally prosecuted. "Non-cooperators" differ from draft dodgers in that resisters publicly acknowledge their refusal to serve and are usually willing to go to jail to bear witness to their beliefs.

Reasons why men become non-cooperators vary: some men are opposed only to the Vietnam war, some to all war. All resisters oppose conscription at least for this war; many feel the state has no right to conscript men for any reason. Resisters differ from C.O.'s in their opposition to conscription.

Many resisters feel that non-cooperation with Selective Service is a very democratic act because any man can do it, while not all men can get deferments or C.O. status. Also, public refusal can serve to dramatize the depth of conviction felt by at least some citizens against the draft and the war. The major benefit of non-cooperation to the individual is being able to act to disassociate himself from an institution seen as evil (always the draft, often America and society as well).

Resisters are subject to prosecution for draft refusal and often have received harsher sentences than men who refused induction because their C.O. claims were not recognized by Selective Service. Many segments of society disapprove of resisters for much the same reasons C.O.'s are looked down upon, plus for violating the law. On the other hand, resisters are heroes for some, especially among the young opposed to the war and to much of society as a whole.

Two major reasons why resisters stay in the U.S. rather than emigrate are: (1) to force changes in the U.S. by confronting the society with its wrong-doings, and (2) so that it cannot be said they were forced out, weak or cowardly.

Draft resistance has clearly had an impact on the U.S. -- at the very least, seeing hundreds of young men burn draft cards, return draft cards, speak out against the war and draft by personal refusal has shaken many Americans. The changes in draft policy and in Vietnam policy are at least partially due to draft resistance -- however, the changes made are far from those advocated by most resisters.

Alternative 5: Emigration to avoid service

A small minority of men have left this country in order to avoid being drafted. Additionally, a tiny number of men have deserted from the armed forces to avoid further service. Most such emigrants have gone to Canada, although Sweden has been the choice of a few deserters. A man does not void his military obligation by leaving the U.S. or the armed forces; most men who have emigrated are subject to prosecution if they return to the U.S. or a country which has an appropriate extradition treaty with the U.S. and will return them for trial. Emigration is not illegal, but a man violates the law if he fails to report for induction as ordered.

Canada is the most popular destination of draft emigrants for a number of reasons: it is close to the U.S.; unlike this country, it has no draft and will not return a man to the U.S. for draft refusal; and it is easier to be admitted to as a permanent resident than other English-speaking countries. Also, there have long been organizations in Canada to help immigrants.

Men emigrate to avoid service for a variety of reasons: many just don't want to have their lives interrupted by military service, others would refuse to serve in any case and prefer Canada to jail in the U.S., and some have been in the service and cannot stand it any longer. The primary benefit of emigration is being able to avoid service and jail. The biggest drawback is the fact most men will not be able to legally return to the U.S.

Alternative 6: Gambling on the draft lottery

This alternative is available to all young men, but it is usually only popular with those who receive high lottery numbers. Each registrant with Selective Service receives a random sequence number during the calendar year in which he turns 19; men are drafted in the following calendar year in numerical order, lowest number first.

A registrant who receives a number above the cut-off point predicted by Selective Service each year is nearly certain not to be drafted.

(See Selective Service pamphlets and newspapers for current lottery numbers, cut-off predictions, and further details.)

Alternative 7: Deferment or exemption

Changes in the draft law over the past few years have greatly reduced the number of deferments and exemptions currently available; thus few will be able to legally avoid service through draft deferments or exemptions.

If a man does qualify for a deferment or exemption, he must inform Selective Service in writing. His first opportunity to do so comes when he receives SS Form 100 -- Classification Questionnaire. If he becomes qualified after he has filled out Form 100, he should write a letter to his draft board and send in any appropriate evidence.

Being eligible for deferment or exemption is now less a matter of choice than it is circumstances, for example a man may be physically unfit and so be eligible for a 4-F; few men plan to become physically unfit and a man who did might be a draft dodger. One could still legally plan to be eligible for a few deferments and avoid the draft; for example, he might become a divinity student (2-D deferment) and upon graduation become a minister (4-D exemption).

Many deferments and exemptions need to be available under Selective Service both because the U.S. has not needed most eligible young men as soldiers since World War II and because a policy of channeling men into colleges and various occupations used to be considered in the national interest. Most young men are still not needed for service, but the system of extensive deferments became seen as an unfair discrimination against men not going to college or eligible for occupational deferment and has been largely eliminated.

D. Readings: Why Some Accept and Some Oppose Military Service

The readings which follow deal with reasons why some men refuse to serve, while others feel they should serve. The first set of readings is in opposition to service; the second set in favor. As you read, bear in mind the questions below for each reading. Answer these questions on separate sheets of paper.

1. Why men should refuse military service

Homework:

Read the two selections below. Also read selections #5 and #7 from Section 4 "Why Do Men Oppose Military Service?" of Country, Conscience, and Conscription. Answer the following questions after you read each selection.

From Student Workbook:

"Emigrant to Canada"

-the author does not feel leaving for Canada helps do anything about the Vietnam war. What do you think?

-the author feels his leaving for Canada was a "major independent act." He feels such independent acts will help make a better world. Do you agree? Why?

"Freedom at Home"

-the author feels since he is "not looked upon as an equal citizen in everyday life. . . ." he is under no obligation to serve in the military. Do you agree with him? Why or or why not?

-the author does not mention leaving the country as a way to deal with the draft. Why do you think emigration is not mentioned?

From Country, Conscience, and Conscription: Section 4, "Why Do Men Oppose Military Service?"

Selection #5

Mortimer Adler, "How Patriotic Can We Get?" (page 51)

-Which of the quotations presented by the author would be most appealing to a person opposed to the draft?

-How do you reconcile these contradictory opinions of patriotism? Do you believe there are any limitations on the obligations of a good patriot?

Time, "Rise and Decline" (page 53)

-Apart from the controversy over Vietnam, do you see any signs that "patriotism has taken a turn and declined"?

-Can you think of other prominent Americans whose views would tend to support Commager's statement that "the dissenters of 1967 are the real patriots"?

Selection #7

United Church of Christ: "Religion and Military Service" (page 57)

-What are the four major religious positions toward military service which are spoken of here?

-Does any of the four appeal most to you? Which?

-What do you feel is the most important difference between Position B and Position C?

"Emigrant to Canada"*

Certainly the draft and the Vietnam war were reasons for my leaving. Under present circumstances, I will not fight in Vietnam. I am not a pacifist, but I do not like violence or killing. There would have to be strong reasons for me to participate in a war. I think the strong reasons existed in World War II--violence was a necessary last resort to defend a qualitatively better society--and I think that without hesitation I would have fought in that war. I do not find the strong reasons in Vietnam. Whether the South is better than the North I think is unclear, and not mine (or the United States government's) to decide. I think the "today Vietnam, tomorrow X" argument is pure baloney that was concocted up after the fact to justify the American military involvement. It is not necessary to fight in Vietnam to defend a better world somewhere else.

My view of the Vietnam war is that it came about through the failure to make a decision rather than through the manipulations of crafty men or through the needs of a capitalist economy. A commitment was made in Vietnam over a decade ago when the commitment seemed relatively free of risk, and in terms of Dulles' foreign policy, small, measured against the likely gains. This commitment was never seriously reevaluated despite a change in circumstances and a change in the goals of American foreign policy; rather, in order to make the commitment meaningful, it was increased in a series of small increments. By the time the elites realized the size of the commitment that had been made and the weakness of the government the U.S. was supporting, it was too late to admit failure because that would be an admission of the elite's own failure and the failure of American power.

. . . It was not a "we" decision that made me come here. I was acting for myself alone, and I am rather proud of the fact that I did act--that I did something radical about my situation. Suggesting that I took the decision in consort with others somehow degrades the act. A suggestion that, in a narrow sense, I acted for the sake of others is a false suggestion. My draft board has a quota of men. If I don't go, someone else is made to take my place. If I had really wanted to try to do something about the Vietnam war for the sake of some "we," I would have stayed in the States and fought the warriors there, or even have enlisted and tried to cause dissension in the army. . . .

. . . The individual's sensitivity to himself and to his being part of a community has to be increased at the expense of a concern for what other people think of him and for his standard of living. This I think can be done more by art and by example than by politics. And it is really part of a larger issue--the issue of alternatives to the kind of lives most Americans are leading.

I think that if there is one thing I would like to say to people, all people, not just young Americans facing the draft,

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* Excerpted from "Emigrants to Canada" by Petrokovsky in We Won't Go.

it is that it is possible to act independently, that it feels good if you are strong enough to follow through on your act and, I think as more people do, it will be a better world. Certainly I have been better for myself, better for other people, since my major independent act of the last few years--leaving for Canada.

"Freedom at Home"*

And the reasons are simply because in 1964, when the Mississippi Freedom Democratic Party was denied the seats to rightfully represent the whole people of Mississippi, not just a group of white folks, it was made clear to me that I am not a citizen of the United States. I don't have a country, so I don't know of any reason to go over in Vietnam and fight. Then it was simply said that we do not recognize you as citizens of the United States. And now when the United States is in a time of crisis they want to save face, so they want to get everybody they can, especially black folk. And I don't go along with that, because if they didn't recognize me as a citizen then, then I'm not a citizen now. And I'm going to remain that way. And I'm going to try to get a lot of other people, guys of draft age, to remain that way. . . . A lot of guys have come up to me who have heard about my draft case, and say like, "Man, how can I get out of it, because I'm like you." And also because I feel that the United States itself has a lot of problems inside the country--for instance, ghettoes and slum areas. And also because of the segregation that's all over the country, because of the unrepresented people, and because of a lot more problems that rapidly are depreciating the United States.

If I am not looked upon as an equal citizen in everyday life, why am I looked upon as an equal citizen when it comes time for me to report for induction? The local draft board there in Clarke County, . . . where I'm working for the Congress of Racial Equality, are the same people that are so down on Negroes now. They are especially down on me and some of the people that work with me. They are the same people that beat people while they are trying to demonstrate or exercise their constitutional rights. They are the same people who are behind the burning and killing of local black people around the state that try to participate in activities that advance the black movement or the civil rights movement.

There are more black people now being inducted in the armed services in the South simply because they are now starting to take hold, to look up and fight for what is rightfully theirs. The white people there are afraid of this. They have several different ways to put an end to this. First of all they use their old method--the lynch rope. And secondly, they try to scare them out, and if they can't scare them, if they can't

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* Excerpted from "Freedom at Home" by James Otis Sumrall in We Won't Go.

shoot them or do something like that, then they use the legal way and draft them into the army. And because of this, Negroes feel that they should stay in Mississippi and fight--not only in Mississippi--stay in the South, or stay home and fight for freedom. Because, I guess most of you might know, or if you don't, I'll tell you, there is less freedom here now than there is anywhere else. At least people in any country I know of usually are not bombed, are not lynched for trying to exercise their constitutional right.

The Negroes here now, black people here now, are all so frightened or scared or intimidated to the point where they are risking their lives to even go down to the courthouse to register to vote. And now the local draft board, which is composed all over the State of Mississippi of nothing but local white folks, are asking them to go out of their country, to go out of their states and leave their homes, to leave their loved ones, and go fight in a war where they don't know what they'll be dying for. The guys over there now don't know what they're fighting for. They just know, "my country right or wrong."

I picketed an induction center in the North once, and one of the white enlistees asked me why? He said, "I see what color your skin is fellow. Why?" I said, "That's why, man, because of the color of my skin. I'm going to stay here and fight the <u>real</u> battle for freedom." I have no freedom here, and the more Americans go over there make that country that much farther from freedom.

The rich, sick people who support this hypocritical war care only about getting richer. Every time a G.I. is killed, someone over here gets richer. And I'm not going to make Coca-Cola a million dollars by going to Vietnam and getting killed. . . . People here, poor blacks and poor whites, are still suffering because of the racial strife here. The rich gets richer and poor gets poorer. How can we turn our attention away from our own problems and make more elsewhere.

. . . I don't feel that I should go because, one reason--when I do get there I'll have to be 200 per cent better than the white guys over there, simply because I'm black. . . . I got information that the Ku Klux Klan is in operation over there also. Like they got segregated restaurants and segregated bars over there also, you know. Negroes walk into a place and then get kicked out, the same as it is over here.

This is a special note for those optimistic guys who say, "Well, I might as well go and get it over with, ain't nothing I can do about it." Well, if you guys are really serious about not going, if you are serious about wanting to stay out of the military, then don't go.

I'd much rather chance a jail sentence here than a possible death sentence, or even more important being a part of a machine that stamps out people's lives--innocent people's lives. For me personally, I would feel just like the KKK over there. Denying

people freedom of choice, just like black people are denied freedom of choice in the U.S.

So that's why I want to stay here and fight for freedom in the United States and not go outside and murder innocent men, women, and kids, and burn homes, like what is happening now. . . . That's also happening here. And I think that more people should stay here and try to put a stop to that, than go outside the United States and do the same thing. . . . That's my whole point. Stay here at home and establish freedom and equality--and then I think the U.S. will have done its job.

2. Why men should accept military service

Homework:

Read the selection included below in this workbook. Also, read selections #2, #4, and #7 from Section 3 "The Values of Service" of Country, Conscience, and Conscription. Answer the questions below after you read each selection. (Use a separate sheet of paper.) Complete the chart passed out by your teacher (a blank copy of which follows these readings).

From Student Workbook:

"Acceptance of the Military"

-Do you agree that there might be times when ". . . the consequences of not going to war are more evil than war itself"? What examples come to mind?

-What questions would you ask about a particular war in order to decide whether participation in it would be "the only moral act" open to you?

From Country, Conscience, and Conscription: Section 3, "The Values of Service"

Selection #2

"What is a True Patriot?"

-In the previous reading, John Keats held that everyone--including conscientious objectors--had a "civic obligation" to his country. As you read the following quotations, pick out those you think best support this position.

-On the basis of this selection, what arguments can you find to support the idea that "when our government . . . passes a draft law, all men are obliged to serve"? On what basis would you agree or disagree?

-Do the arguments in support of majority rule mean that a citizen of a democracy must obey any and all government orders?

Selection #4

"The Citizen and Military Service"

-The author makes a case that "[t]he free world is under seige" by Communist nations. He claims the U.S., as "the power base of the free world," must maintain ample armed forces. Do you agree?

-This article argues that unless U.S. citizens, and especially young men, are ready to meet "the highest obligation of citizenship" (service in the military) the U.S. will decline as Rome did. His argument suggests that an all-volunteer armed force might indicate the decline of the U.S. Do you agree?

Selection #7

Cadet Walter Schulits and SP/4 William A. Butz, "Reasons For Serving" (page 37)

-Do you think either of these young men believes that a person opposed to the draft can be a good patriot?

-What is your reaction to Shulits' statements about draft-card burners and draft resisters?

-Do you agree with Butz that the armed forces are a good place for restless young men?

-Whose argument in favor of military service -- Butz' or Shulits' -- do you find more convincing? Why?

Acceptance of the Military*

While most men accept the draft unthinkingly, some seriously deliberate the problem of war and violence, search out their beliefs and responsibilities and then decide they must participate in the army. These men would not declare that all war is right and good, but rather that the consequences of not going to war are more evil than war itself. Or they might feel that while they want to rid the world of war in the long run, war is the only available or practical solution to the immediate crisis. In the case of World War II, many felt that participation was the only moral act open to men of conscience. For such men, acceptance of the draft is a response to conscience and, whether reluctant or voluntary, cooperation with the war system is a principled and moral act, consistent with their responsibilities to themselves and the society.

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* From Intercom, Vol. II, No. 3: "Conscience and War: The Moral Dilemma."

E. CHART - Alternate Individual Responses to Military Obligation

QUESTIONS FOR COMPARISON	ALTERNATE RESPONSES					
	MILITARY SERVICE	DRAFT DODGING	CONSCIENTIOUS OBJECTION	EMIGRATION	NON-COOPERATION	
How do you do it?						
Does it fulfill military obligation?						
Is it legal? If not, why illegal, what penalties?						
What other negative consequences likely?						
What benefits does this alternative offer?						
What are main reasons people choose this alternative?						
What are main arguments against choosing this alternative response?						
What are likely consequences for society?						

F. Skits on Alternate Responses

Introduction

About one-third of your class will be directly involved in acting out three alternate individual responses to military obligation. These brief skits will give class members an opportunity to express feelings regarding particular alternatives and to demonstrate knowledge gained about the alternatives. Both students enacting skits and those in the audience will be called upon, as students in the audience will rank the skits in terms of realism and of convincing reasons.

The Skits

There are three skits; each will involve four persons and last about ten minutes. The skit situations and roles are as follow:

Skit #1: Why serve? -- A young guy and three girls are talking. He hasn't yet decided what his response to his military obligation will be. The girls are telling him about what their respective boy friends plan to do or have done: One says he will go if drafted; he doesn't want to, but feels his other choices are worse. Another has gotten out; he has a 4-F classification based on letters he paid a psychiatrist to write to Selective Service. The third has not registered for the draft and does not plan to. He is trying to avoid the draft by concealing his existence. The girls are explaining why their boy friends chose as they did.

Skit #2: Some serve; some emigrate -- A female reporter is filming interviews for her weekly TV program "Looking Behind the News." This week's show explores why some men leave the country to avoid the draft while others enlist or are willing to be drafted. She is interviewing three young men who have decided, respectively, to: enlist in the Marines, leave for Canada that night, and wait to be drafted (lottery #29).

Skit #3: Your beliefs are so similar; your responses so different -- A girl and three guys who are friends of hers are talking over lunch. She is trying to understand the reasons why they are planning very different responses to the draft when they seem so alike: one is going to resist the draft and will not register at 18, but will let the draft board know; another intends to register but will apply for conscientious objector (1-O) status and perform alternative service; the third is also a C.O., but he will apply for 1-A-O status and is willing to serve in the army as a medic or other non-combatant if called. The girl questions the three closely.

Instructions for audience

You have read the skit situations and role outlines (and you are welcome to read the more specific skit participants' instructions that follow, if you wish). Your role is to pay careful attention to the three skits and judge how well you feel each was acted out.

In judging the skits, use two basic criteria: (1) realism -- did the skit seem real to you in terms of the actions planned or taken by the participants; did they anticipate the likely consequences of their actions? (2) reasons -- did the arguments made or reasons given for the actions of skit participants seem clear to you, were they logical, were they convincing?

Decide which skit was best, second best, and third best in terms of each of these two criteria. After all three skits are over, your teacher will ask the results of your judging and you should be ready to report.

Instructions for skit participants

You have read the general skit introduction and skit situation and role outlines; now you need to read your role in detail and then come back to this page to finish reading these instructions. (Turn to the appropriate skit, find your role, and read it.)

Now that you have read your role, you'll need to choose a name for yourself -- or use your own. Next, get acquainted with the other persons in your skit. Introduce yourselves and briefly explain your roles to each other. Next, prepare to act out your part; think about questions you want to ask or answers you want to give. You may find you need to make up further details about the person you're playing. Feel free to create details, just be certain they fit with things you already know about yourself from your role.

You will have only about ten minutes for your skit, so keep it moving in order to accomplish something by the end. Help each other stay focused on the topic at hand.

You are also a member of the audience. Read the Instructions for audience and be prepared to judge the two skits you are not in.

If you need more information: See the page right after Skit #3 roles for references to specific written materials. You may also consult the bibliography at the end of this workbook.

Skit #1: Why serve?

Roles: A guy, trying to decide his response.
Girl friend #1 -- Her boy friend will go if he has to, but he doesn't like it.
Girl friend #2 -- Her boy friend bought his way out with a psychiatrist's letters - he is 4-F.
Girl friend #3 -- Her boy friend has gone underground. If Selective Service doesn't know he exists, how can they draft him?

The guy: You are trying to decide what you should do about your military obligation. You don't want to serve at all, if you can avoid it, but you are not sure what is involved in staying out.

You are after information and you have some questions you want the three girls to answer. Some questions you might ask are:

1) What did your boy friend do (or does he plan to do)?
2) How did he do it (or how will he)?
3) Does he think he'll get caught?
4) Why did he do it?
5) Does he think he did the right thing? How will it affect his life?
6) Does he expect any bad consequences from his action?
7) Do you, his girl friend, think he did the right thing? Why?

You may think of other questions that you want to ask. Remember, you want to find out as much as you can from the girls about what their men did as you may want to do the same. You won't receive your lottery number until next year, but you're trying to plan ahead.

Girl friend #1: Your boy friend doesn't want to be drafted or to serve; however, he hasn't figured out how he is going to avoid it yet. He does not want to: end up in jail, have to hide out from the law, or leave the country. He has no reasons for deferment or exemption from service; he just doesn't want to serve.

He has registered for the draft and has received his lottery number which is just within the group Selective Service predicts will be drafted in this next year. He is not sure they'll reach his number, as some people think fewer men will be called than predicted. He is worried.

You wish he could make up his mind but you can understand the difficulties facing him. You don't want him to go to jail or to hide out. You wouldn't mind so much if he decided to leave the country, and you'd be willing to go if he asked you. You are somewhat jealous of your two girl friends; even if you don't like the choices their men have made, at least their men have decided.

Girl friend #2: Your boy friend has solved his problem with the draft; he now has a 4-F classification and should never have to worry further about being called to serve. He got his 4-F because a psychiatrist wrote a series of letters to Selective Service stating that your boy friend has severe suicidal tendencies and that he would probably attempt suicide under the stresses of military life. Selective Service believed the doctor.

The only problem you have with this is you know your boy friend is not suicidal and that the only reason the psychiatrist said he was was to earn the $750 fee he charges for this service. You agree with your boy friend that being drafted is stupid, that serving in the military is for those with nothing better to do with their time. You also feel as he does that the U.S. government is a joke and that it has no right to tell anyone what to do. But, you still don't like it that your boy friend lied and bought his way out.

Well, maybe that's the way life is; if he had refused to go, they would have put him in jail and any other way out would have required leaving the country or just "too much hassle," as he says.

Girl friend #3: Your boy friend is a criminal; his crime was deliberate failure to register with Selective Service when he was 18. Unlike some other young men who have been much in the news over the past few years, your boy friend is not a resister who tells Selective Service he failed to register and who will go to jail rather than cooperate with the draft. Your boy friend has told very few people about not registering and he plans to avoid jail. He has officially disappeared and hopes to stay underground until he is 31, when the government can no longer prosecute him; he is 20 now.

He has explained to you why he is a draft-dodger; he believes the government has no right to tell him what to do. He doesn't think he owes this country two years of his life just because he was born here; also, he doesn't plan to leave the U.S. as that would be allowing the government to run him off. He will stay in the U.S., refuse to do what it wants him to do, and not get caught.

He has done some work to avoid getting caught. Not registering was easy, but then he obtained false identification to cover his trail. He now goes under an assumed name and has a draft card, driver's license, and social security card in his new name. He has taken a job in a bookstore and says he doesn't worry about being caught. Indeed he may be pretty safe; unless someone from the area (in the southern half of the state) where he grew up and went to high school recognizes him and turns him in, or unless he gets in other difficulty with the police and his I.D. is exposed, he may make it through the next eleven years just fine. You hope so because you think he has done the right thing and you admire him for it.

Skit #2: Some serve; some emigrate

Roles: A female TV reporter taping an interview show
A future member of the U.S. Marines
"By the time this is broadcast, I'll be in Canada": a young man who chose to leave
Lottery #29: A willing draftee

The female TV reporter: You are filming interviews with three young men to be shown later this week on your regular half-hour show "Looking Behind the News." The purpose of your show is to explore in detail people, events, and trends that make news. For this show you have chosen the title "Some serve; some emigrate," and you plan to find out for your audience why; why is it one man is leaving for Canada while another is joining the Marines? Among the questions you plan to ask each of the three men are:

1) What are you going to do about military service?
2) Why will you do this?
3) Do you feel your response is patriotic? How?
4) If you could change the U.S., what changes would you make?

You have a special question in mind too, for each man.
For the man who plans to leave:
Don't you think you owe your country anything?
What if everyone left as you are doing?
For the future Marine:
What about the Vietnam war? Would you fight there?
For the willing draftee:
Why don't you enlist; wouldn't you get more out of your service time?

You may think of other questions you want to ask. And you may wish to let them question each other. Remember to keep the conversation moving, especially since you have only ten minutes for this part of the show.

A future Marine: You are a little nervous about being on this TV show, but you are proud to speak up for the U.S. and the military. You plan to enlist soon in the U.S. Marine Corps and you hope to serve wherever you are most needed, including Vietnam. Your choice of military occupational specialty is combat infantryman, though you will serve in whatever capacity the Corps desires.

Your reasons for wanting to enlist are pretty simple: you believe in the United States; you think it is the best country and most democratic society in the world. Therefore you believe in defending America, especially in a world where evil men and nations covet U.S. wealth and technological achievements and want to bring down its free institutions. You feel you are following in the footsteps of the patriots of past generations by volunteering for service (especially since your lottery number is 290).

At nineteen you know you are not really mature but sometimes you wonder about the other guys your age, especially the ones who don't feel the U.S. is worth their effort to protect. Sure, you'll admit this country isn't perfect, but what country is even as good? Also, don't we have to defend ourselves and our allies from Communism, around the world as necessary, if we want the free nations to have a chance to improve (to say nothing of just staying free)?

An emigrant to Canada: You are enjoying the thought of appearing on this TV program; it will be so funny; when they put this film on the air you'll be in Canada to stay! You also are pleased by the opportunity to spell out your reasons for leaving and to wake up a few other guys your age in the viewing audience.

The main reason you've decided to leave for Canada is that the U.S. is hopelessly corrupt. It has become an immoral, imperialistic nation lashing out both at smaller nations around the world and at certain of its own citizens, especially those who are young, hip, or non-white. A few years ago you had some hope that America could be turned around by the votes of its young and its liberal and radical citizens of all ages; you'd have to be crazy to believe that now. The continuing senseless, immoral war in Vietnam proves that. The only way to change the U.S. is by revolution.

You hope to help make revolution in the U.S. but it isn't worth sticking around and going to jail to do it. You have a low lottery number and can be sure you'll be drafted in the next few months; you'd just as soon go to Canada now and tell your draft board to go to hell from there.

It'll be interesting to see what the other two guys on this TV program have to say; they don't seem to realize good old America has had it and that now's the time to split or get ready for fighting on the streets.

A willing draftee: When you received lottery number 29 you knew you'd have to face the draft; you have decided and will go when called. You feel you owe it to the country to serve for a few years. You wouldn't enlist because you'd have to serve three years to get any kind of good deal and because you're just not a gung-ho type. You'll do your two years and do them as well as you can.

The lady who runs this TV show told you she intended to ask questions about what you and the other two guys think of America and the Vietnam War and that sort of thing. You really haven't thought much about these subjects, but you do have a few ideas: you like America and you like the way the government is run, pretty much; you don't agree with the people who think the U.S. is the greatest nation, yet you can't go along with those who feel it is a new form of evil loose in the world.

You don't care much for the war in Vietnam and you hope you don't get sent there; as far as you can see, what happens over there is none of our business (but you also see we can't just pull out and leave overnight).

Well, you're beginning to feel about this TV show like you do about the army; you're willing to do it, but you sure wish it was over with.

Skit #3: Your beliefs are so similar; your responses so different

Roles: A young lady, trying to understand three of her friends
A future draft resister
A C.O. who will serve as a medic (1-A-O)
A future applicant for 1-O status

The young lady: All you're trying to do is to figure out for yourself why your three friends are responding to the draft in such different ways when they seem to believe pretty much the same things. These three guys have been your friends for a long time and it's important to you to understand how they feel as well as what they plan to do. One guy is going to resist; he won't register for the draft and he intends to make a public statement explaining why. Another guy will register but will file for a 1-O C.O. classification; he says he'll refuse to be drafted into the military if the draft board turns down his C.O. claim. Your third friend is willing to go into the service if they want him, but only as a non-combatant; he is going to file for 1-A-O status and realizes he'll probably serve as a medic if he is drafted. But what are the reasons your friends ended up in three different places? You've decided to make up a list of questions to ask each of your friends in turn. Some of the questions are:

1) How do you feel about participating in war? (I know you are all against war, but one of you is willing to serve as a medic at least.)
2) How do you feel about the draft and conscripting men for service? Why?
3) How do you feel about law? Is it right to break laws you don't agree with? Where do you draw the line?
4) How did you come to believe as you do?
5) What sort of future would you like to see for the U.S.; the world?

You may not have time to finish all these questions, so you've decided to get an answer to each one from each of your friends before asking the next one.

Future draft resister: Hell no, you won't go! Not only that but you aren't even going to register for the draft in the first place. O.K. -- this girl, who really is a good friend, wants to know why you won't cooperate with the draft. It boils down to two basic reasons: (1) war and killing are wrong, no individual and no nation has a right to kill; and (2) the nation is wrong, not just in the Vietnam thing but in its whole approach to life and people -- people are precious and wonderful, they were not meant to be pushed around by the state, the government.

Essentially you believe in a revolution for the U.S. and the rest of the world: the change from violent and destructive ways of living to creative and non-violent lives. You know the only way such a revolution is going to happen is if people everywhere (and especially young men) refuse to participate further in violence and societies' death games. Enough people have to say "no!" to the state and then live for life. People have to break the laws that legalize murder, they have to refuse any cooperation with the main death machine -- Selective Service.

Sure -- your friends tell you you're just going to end up in jail. Why not file as a C.O. and do two years of alternate service? Yeah, sure -- why not help make bombs for Vietnam too -- why not do your bit to keep the death system going? You know why not!

Future medic (1-A-O): You believe every man has something holy in him and that killing and war are wrong. You believe that way because that's how your folks brought you up, and since you've been old enough to think for yourself, these beliefs have made sense. They are the reason you are a conscientious objector to war. You will file for 1-A-O status, which means you are willing to serve for two years as a non-combatant in the armed forces (if your lottery number is reached).

Some of your friends can't understand how you can be a C.O. and still be willing to join the army. The way you see it is as follows: you believe that war is wrong because every man is partially holy; while it's wrong to kill, it is a very good thing to help save lives. Probably the place where men most need help is in war. You cannot refuse to serve when serving means you'll be helping wounded men -- soldiers and civilians.

You could not carry a weapon or use one, however, so you will not serve as a combatant and would go to jail before you'd become a regular soldier. You would go to jail before you'd leave the country because you believe that one of the best ways to get laws changed is for a few people at least to be strong enough to break them and take the consequences. You see breaking this law or any law as pretty much a last resort, only necessary if you cannot obey in good conscience.

Future 1-O claimant: You believe war and violence to be wrong. There is no doubt that killing is wrong and that neither states nor individuals have the right to kill. However, nations and states -- governments -- are not wrong inherently. You believe that democratic forms of government not only have a right to exist, but are positive manifestations of man's growing-up, of respect for human life and worth. You believe that laws enacted under a democratic form of government should be obeyed, if at all possible. In the U.S. the draft law should then be obeyed. And you plan to obey it -- if possible.

You will register for the draft at eighteen and you will file for C.O. status as soon as possible. If your 1-O is granted and your lottery number comes up, you will perform two years of civilian alternative service -- not because you especially want to but because the state does have the right to compel civilian service in the national interest. You see going to jail for your beliefs as respectful of both the law and your own deepest convictions because your conscience will not let you participate in killing or in forces designed to kill, so you won't serve in <u>any</u> capacity in the army. If you don't get the 1-O and you are drafted, you'll just have to refuse to be inducted and go to jail.

How you came to believe that way is pretty simple. Your folks were somewhat religious and they took you to church as a child. What you heard in church was what you now believe -- "Thou shalt not kill," "do unto others . . . ," "render unto Caesar the things that are Caesar's. . . ." You no longer go to church but you believe a lot of what Christians are supposed to believe. The reason you believe as you do, aside from your upbringing, is you have seen people who tried to follow the Golden Rule in their daily lives, and it was really beautiful.

Reference readings for skits

Skit #1:

Dodging the draft

Saturday Evening Post, page 21, January 27, 1968.

Skit #2:

Canada -- "Boys Without a Country," by Oliver Clausen, New York Times Magazine, May 21, 1967.

Military service -- High School News Service Report (for current school year), U.S. Department of Defense - High School News Service.

Waiting to be drafted -- Guide to the Draft, 4th Edition, 1972, Beacon Press.

Skit #3:

Non-cooperation resistance

1) "A Draft Resister's Story," by Tom Cornell, New York Times Magazine, Jan. 19, 1969.

2) On the Resistance, Mike Ferber and Dave Harris, Institute for the Study of Nonviolence.

Conscientious objection

1) "Answering Questions Asked by Draft Boards" from Face to Face with Your Draft Board, 3rd Edition Revised, 1972, World Without War Council.

2) Handbook for Conscientious Objectors, 12th Edition, 1972, Central Committee for Conscientious Objectors.

Part IV: INDIVIDUALS IN INTERACTION WITHIN THE SELECTIVE SERVICE SYSTEM

Face to Face: Local Board #39

A. Introduction

Face to Face: Local Board #39 is a simulation of two registrants' personal appearances before their local draft board. The simulation takes six class periods from preparation, through role-playing to debriefing.

The main purpose of the simulation is to help you understand feelings of registrants and draft board personnel involved in one of the procedures provided by Selective Service for men who are not satisfied with the initial way their draft board classifies them; this procedure is the personal appearance before the local board.

B. Scenario

Face to Face is a simulation which deals with Local Draft Board #39 in Linda Vista, a suburban community of 75,000 located in the Northern part of California. At eighteen, young men from Linda Vista and surrounding area are required to register with the Selective Service System, of which Board #39 is the local office. You will simulate interaction between this local board, two of its registrants, and members of the State Appeal Board who have jurisdiction over Local Board #39.

First, a word about simulation and role-playing: the purpose of role-playing and simulation is to help us learn in the most forceful manner, by experience, about other people and ourselves, without having to actually have the experience in real life. Thus, a good simulation creates a temporary reality within which specified roles are played out. A simulation is not a charade, nor is it lasting reality; it is a passing situation which is real in so far as it is truly representative of reality. Within that, it is as real as its participants make it. Persons playing roles in Face to Face are not asked to be dramatic actors. Part of the pleasure often found in simulations comes from hamming it up to some degree, but the goal of the role-players here should be to become the person you are playing for the duration of the simulation. At the same time, you shouldn't worry about letting your own personality come through; it will and that won't spoil the simulation. Relax -- you'll enjoy getting involved!

Linda Vista is a pleasant suburban town. Its schools are well regarded; it is a lower- to middle-middle class community which has so far been successful in integrating its long-time residents with those who are newcomers. The crime rates are low. Vandalism and drug abuse, primarily by teenagers, are on the rise and have become a topic of increasing local concern. Still, most residents feel life generally is better here than most other towns and certainly any city in the country.

Linda Vista's population was 43,000 in 1960; it is now 32,000 persons larger. The community is politically moderate with nearly equal numbers of Democratic and Republican ballots cast in most elections. Linda Vista is proud of its reputation as a town where the issues and particular candidates are more important than party labels.

Protests over the Vietnam War have largely passed Linda Vista by, although there have been a few petitions and outside speakers. Also, the Cambodian invasion uproar resulted in a few college students coming into town to organize opposition to the war, and one of the local high schools had a voluntary assembly on the war with some outside speakers. For most people, the war just never seemed like a local issue; and some people were shocked when one of the local Superior Court Judges took it upon himself to denounce the war in a very emotional speech at the Annual Civic Improvement Association's Awards Banquet. That speech and the very public decision of Harold True, Jr., a former track star from Linda Vista High, to resist the draft were the only protests that even remotely threatened to make the war in Indochina an issue in Linda Vista.

There has been no real protest against the draft, and local Board #39 hasn't had a window broken nor has it been shut down by demonstrators. Members of the local board and most residents of Linda Vista are aware, however, that young men just aren't accepting the draft as they used to. As Stanley Newman, a draft board member, put it, "Kids more and more want to be shown why they should serve. They just don't accept things as easily as we did when I was that age. I can't really blame them in one way; I believe in the draft, but I'm not so sure about Vietnam."

Of course, not all draft board members feel as does Newman, who is the youngest, newest, and probably most liberal member of the board. Henry Aldwon, who has served on Local Board #39 longest, "feels sorry" for today's youth. "They have no one to set a decent example," he says, and "the army may be the only place left where they can find out what the world is really like."

Edward Fair, local board chairman, and a Linda Vista attorney, is perhaps most representative of the overall position of the board. Fair feels that while "some young men are confused," most accept the draft and generally are "honest with us and deserve the deferments they request." Other members of the local board are: Robert Smith, a 45-year old banker, who describes himself as a conservative, and Mrs. Stella Morton, 47-year old librarian, mother of three and political moderate.

Becky Better, who is the Executive Secretary, or head clerk, of Local Board #39, notes that the board is very busy and has been since 1967 or so. "Lower draft calls took the pressure off us for a while," she said, "but then the lottery and all the new rules took us some time to figure out." Miss Better, who has worked at the local board since 1950, feels that the number of applicants for conscientious objector status has risen "a fair amount" over the past few years. She enjoys her work, but finds herself somewhat disturbed that many young people "feel no pride in serving their country and some actually are afraid of us."

Linda Vista's local board has the same role as do the other more than 4,000 local Selective Service offices scattered around the U.S. and its territories. It registers and then processes the young men under its jurisdiction, giving deferments to those who qualify. It orders for induction into the armed forces those who are fit and eligible as their lottery number comes up or as they volunteer.

The Selective Service System was based on the fact that the U.S. did not need the military service of all its eligible young men and therefore some agency needed to decide who should be drafted and who left at home. The System was based on the local draft board because it was felt that such local groups would be most aware of local needs and conditions and be in a better position to have personal knowledge of its registrants than a more centralized agency. Since the introduction of a national draft lottery to decide who will be drafted first and because many deferments have been made unavailable, the local board is becoming less important in the Selective Service process. It still has a very decisive role to play, however, concerning the granting of a few classifications where the exercise of discretion is called for; among these classifications are 1-O and 3-A.

An important component of the local draft board process and a bulwark of the idea that local boards can know local registrants best is the personal appearance. The personal appearance is an opportunity for a registrant to appear before his local board and to explain why he feels it should classify him differently than it already has. The local board or the registrant may request a personal appearance, though registrants make the request in the majority of cases.

Local Board #39, like many other local boards, often finds having the registrant appear in person is very helpful to it in deciding how he should be classified. Some local boards appear to turn down some registrants' initial claims in order to test the registrant's sincerity and/or to prod him to produce more evidence that he is in fact qualified for the classification he has requested. It should also be noted that some registrants use the personal appearance and the subsequent right to appeal to the State Appeal Board as a device to stall for time.

Tonight's personal appearances before Local Board #39 will be observed by the members of the State Appeal Board for Northern California. This group will have the opportunity to review the cases of anyone who appeals the decision of the local board and can reverse any decision of the board which seems unwarranted by the facts in a particular case.

Tonight two registrants will be appearing before Local Board #39: Earl Jones, who is seeking a 3-A hardship deferment, based primarily on his mother's psychological and personal dependence on him, and Joe Scott, who claims to be a conscientious objector to all wars and who seeks the 1-O classification. Both these men have been recently classified 1-A by Local Board #39.

Tonight the board has 219 cases to decide, or more properly, classifications to assign. One hundred eighty-nine of these are fairly routine and Miss Better has made recommendations on all of them. Her suggestions will be accepted after a spot-check. Of the 30 cases left, 28 need to be discussed briefly, and two more require personal appearances. As it will tonight, the board passes on most of the routine cases before getting into the personal appearances or the cases which need discussion. This process usually only requires each board member to sign a stack of classification cards previously prepared by Miss Better.

The board is meeting in the small and poorly lighted conference room of the local Selective Service office. The members sit around a large table with Miss Better at a smaller table nearby. File folders, mostly very slim, litter their table and hers. It is 7:52 and most of the routine cases are finished. Mr. Fair asks Miss Better to bring in the first registrant to appear tonight, Mr. Earl Jones.

C. Cast of Characters

Members of the Local Board

Edward Fair, Chairman -- A moderate and reasonable man who leads the board in a very gentle fashion.

Henry Aldwon -- Very old, with an often mystical conception of what the Selective Service System is designed to achieve, Henry is a sort of reactionary personality.

Stella Morton -- The only female board member. She is more open and emotional than the others and often more responsive to the personal problems of the registrants.

Robert Smith -- A younger, conservative man, Smith is very attentive to objective facts and feels all physically qualified young men should serve in the military.

Stanley Newman -- The youngest and newest board member, he is also the most liberal. Newman is most sympathetic to young men opposed to military service.

Executive Secretary of the Local Board

Becky Better -- A conscientious and loyal long-term employee of Selective Service, she handles all the routine work and plays an important role in board meetings.

Registrants with the Local Board

Earl Jones -- Earl is trying to persuade the board that he should be classified 3-A on the grounds that his mother would be subjected to great hardship were he drafted.

Joe Scott -- Joe has filed for Conscientious Objector status (in this case, 1-O) and appears tonight to convince the board to grant his claim.

Witnesses for registrants

Dr. Herman Ehrman -- Family doctor to the Joneses, Ehrman is appearing before the local board on behalf of Earl Jones and his request to be classified 3-A.

Rev. E. M. Forest -- Minister to Joe Scott when he was still attending church, Forest comes as a witness to Scott's eligibility for 1-O conscientious objector status.

Observer Roles -- None of the roles listed below are participants in the personal appearances. All have roles to play after the appearances are over and all are very important to the debriefing segment of the simulation. None of the observer roles bear names

or assigned personalities; students in these roles are free to create their own names and characteristics.

Members of the State Appeal Board

Ten students are assigned this role which has two elements. Each member of the State Appeal Board is assigned to observe one role player in the personal appearances. The State Appeal Board Member receives the role materials of the player he is to observe and should be prepared to play that person's role if he or she is absent.

Special Interest Observers

Students who are assigned a special interest observer role play their parts after the personal appearances are concluded and after Members of the State Appeal Board make their observations.

Media Representatives

KTLV-TV -- An on-the-spot news reporter, an anchorman at the TV station, and a camera man make up the three roles.

Linda Vista Times -- This team consists of a working reporter and a columnist for the Times.

Ragweed -- A local left-radical and his girl friend are the covert representatives of Linda Vista's only underground newspaper.

The Sentinel -- The news letter of the local chapter of the right-wing Young Americans Forever, it is represented by two of its writers.

Political Groups

"Veterans of Other Wars" -- A strongly pro-military, anti-communist organization which has representatives at the personal appearances.

"Veterans for Peace and Liberation" -- A younger group than VOW, its members oppose U.S. foreign policy because they feel it is imperialist and other countries' struggles are their own.

D. Procedure

The first two days are spent preparing for the role playing and debriefing. Read your role card and any pages of this workbook specially mentioned on the card.

Role playing begins in the third class period of the simulation. The two registrants appear personally before the board on this day.

Local board procedure is the same for each case and is as follows: the draft board Executive Secretary announces the case to be heard next and she reads a brief summary to the local board members. She reminds them of the letter (in this workbook) which has been sent on behalf of the registrant; the local board reviews the letter, then asks the Executive Secretary to bring in the registrant and his witness. The registrant and witness are brought in and introduced to the board; the board questions the registrant and listens to his comments and those of his witness. After fifteen minutes or so, the local board excuses the registrant and witness and spends up to five minutes discussing his case prior to taking a vote on how to classify him. After voting, the board has the Executive Secretary bring the registrant back in, at which time he is informed of their decision, and if they turned down the classification he requested, their reasons for doing so.

On the fourth and fifth days of the simulation the observers make their reports. These are brief statements covering what the observer felt about the personal appearances from the point of view that the observer is supposed to represent. Thus, a State Appeal Board member will probably report from a different perspective than the reporter for an underground newspaper. The first observers to report are the State Appeal Board Members (who also served as role player understudies), then the media and/or political observers report.

After the observers have finished their comments, all class members and the teacher join in discussion which sums up what has been learned from the simulation.

1. Personal Appearances

   Play starts with Ed Fair noting that the local board has a few registrants who plan to appear before it and asking Becky Better to introduce and bring in each one as his time comes. Becky and the board then begin the procedure they will follow in both cases. Becky introduces the case and reads from her case summary sheet to the board. She then reminds the board of the relevant letter (in the workbook). The first case is Dr. Ehrman's letter on behalf of Earl Jones. She waits until each has had a chance to glance over it. At this point, Becky brings in the registrant and introduces him to the board. Ed Fair asks the registrant to be seated and the appearance begins.

   Becky and Ed Fair should feel responsible for keeping the appearances to fifteen minutes for each case, including witnesses'

testimony. At the end of the time limit, the Chairman asks if there are any more questions from the board and if not, tells the registrant he may be excused. Becky escorts him out. The board then has approximately five minutes to discuss the case after which the Chairman calls for a vote (either yes or no on granting the registrant's desired classification, unless the board decides on another alternative). Becky records the vote and the board's reasons, then brings the registrant back in to hear the board's decision from Ed Fair. The registrant then moves to a desk in the room for the rest of the simulation.

(Above procedure repeated for the second case.)

2. Observers' reports

State Appeal Board Members take roughly two minutes each to make their comments. They should use their worksheets to guide their comments.

Media Observers (15 minutes) -- The following order is suggested for media observations.

1) KTLV-TV does its three interviews live at the front of the room or plays back its video tape if one has been made. Each interview should be one minute in length. (5 minutes)

2) Ragweed reporter reads his story or passes it out for the class to read (if it has been dittoed). (3 minutes)

3) Sentinel reporter reads or passes out his story. (3 minutes)

4) Linda Vista Times story is read or distributed. (3 minutes).

Political Observers (10 minutes). Either group may be first. The group should go to the front of the room and its leader should make the report for the group. Group members may comment individually after the leader's report.

1) "Veterans of Other Wars" (5 minutes).

2) "Veterans for Peace and Liberation" (5 minutes).

E. Case Summaries

Case 1:

Earl Jones -- classified 1-A

appearing to request 3-A hardship deferment by reason of his mother's extreme psychological dependence on him.

age: 21 occupation: electronics technician, KTLV-TV

past classifications: 2-A (vocational study) previous two years

evidence in file: letters from registrant, completed S.S. Form 118 filed, letter from Herman Ehrman, M.D. (month, 197_)

witness: Herman Ehrman, M.D.

Case 2:

Joe Scott -- classified 1-A

age: 22 occupation: research assistant

past classifications: 2-S during four years of college

evidence in file: S.S. Form 150, various letters from friends and relatives, including one from Rev. E. M. Forest; several poems.

witness: Rev. E. M. Forest

F. Questions Local Board Members Occasionally Ask Registrants at Personal Appearances

Regarding registrants seeking 3-A hardship to dependent(s) deferment

Do you really think your dependent(s) will suffer "extreme hardship" if you are drafted?

How do you think most families are able to bear the burden of a son being drafted? Why can't yours?

Do you provide financial support for your dependent(s)? How much? Could other persons provide this support?

Does your dependent live with you?

What evidence do you have that your dependent(s) will suffer extreme hardship if you are drafted?

Who is (are) your dependent(s)? How did this person become dependent upon you?

How long will you need a hardship deferment? What would have to change so you would no longer need to be deferred? What are you or your dependents doing to make this change?

What will you do if your deferment is denied?

Regarding registrants seeking 1-O Conscientious Objector classification

Are you a member of a church? How long have you been a member? If not a member, why not? How often do you attend?

What does your church say about war?

Where in the Bible do you find anything which forbids you to help defend your country?

Why did Christ say, "He that hath no sword, let him buy one," "Render unto Caesar the things that are Caesar's . . . ." and "I come not to send peace, but a sword"?

Aren't you really just expressing a personal moral code?

If God told you to defend your country, what would you do?

(Questions regarding 1-O classification excerpted from the Handbook for Conscientious Objectors, CCCO, September 1970, pp. 50-51.)

G. Letters to Local Board

LETTER TO LOCAL BOARD #39 ("DOC" EHRMAN)

Herman Ehrman, M.D.
20 Estates Avenue
Linda Vista, California

Month 19, 197_

Local Board #39
Selective Service System
920 Old Road
Linda Vista, California

Dear Sirs:

This letter is in regard to the case of Mr. Earl Jones. I feel that Earl should be given a hardship deferment due to his mother's obvious psychological dependency on him. A little background: George Jones, Earl's father, died last February quite suddenly of a stroke. Martha Jones very probably attempted suicide upon hearing of her husband's death. Since that time, she has made clear her great dependence on her son, and has hinted heavily that she will "die" if he leaves her.

My evaluation of this case is that Martha Jones is a very disturbed woman. I do not feel she would accept or respond to psychiatric treatment at this time. In fact, her response to her pastor's (Rev. Arnold) suggestion that she seek mental help seems to me the best she is capable of at present; she has erased him and his comment from her mind and no longer attends church. I think that she might accept therapeutic assistance in a few years' time, but I feel that even this possibility is contingent upon her son remaining near her.

Gentlemen, I am only a general practitioner, and not a psychiatrist: I can only say that I fear Martha Jones may harm herself if Earl is taken away from her at this point. I feel sorry for him because he might be happier elsewhere, but I know of no one else related to her who could fulfill his role in her eyes.

Please contact me if I can be of further assistance.

Sincerely,

HE/hh

Herman Ehrman, M.D.

LETTER TO LOCAL BOARD #39 (E. M. FOREST)

St. Vicar's All-Souls Church
933 The Alameda
Linda Vista, California

Rector: E. M. Forest, D.D.

Month 1, 197_

Local Board #39
Selective Service System
920 Old Road
Linda Vista, California

Re: Joe Scott
SS # 4-39-49-491

Dear Mr. Chairman:

This is in reference to the claim for 1-O classification of Mr. Joe Scott. Joe was a member of my congregation until his late teens, and I have known him since then as a friend. As a minister, I feel qualified to state that Mr. Scott's claim as a C.O. is made on religious grounds; as a friend, I feel Joe is very sincere and that what I know of his life and character are in consonance with his beliefs as a C.O.

Let me speak separately to each of the three contentions I make about Joe Scott above. As to the religious nature of his seemingly unorthodox beliefs: I believe that Joe is a humanist-Christian. He finds something holy in all men and he feels this sanctified spirit, and thus all men, must be treated with reverence. We all know violence is not a reverent act, but most of us feel it is justifiable in defense against evil; Joe Scott believes violence to be always wrong and this is because he believes in the absolute sanctity of humankind. This belief, though not identical to a Christian belief, seems clearly religious.

Joe's belief is not a merely personal one, because he feels himself accountable to all mankind to obey it. In any case, I know him to be the kind of person who takes his religion seriously. I am positive he would not profess what he does not believe: his leaving my church at 16 was, for me, one of the most powerful demonstrations of his sincerity. Joe was, and is, a serious young man and when he realized he was not ready to accept our Christian doctrine whole-heartedly, he left rather than be a hypocrite, as I fear he felt some of the members of this congregation were.

Mr. Scott is a young man of good moral character. He has always been a good student and was a leading participant in the various

organizations young people can join to do some good works while having fun. His refusal to join in the fighting normal among children fits well with his abstention from the peace protests at college after they became violent in nature.

Gentlemen, I suspect your decisions on C.O. claims are always difficult. Certainly, they are more so in a case like this one, where the young man did not file as a C.O. until he was 20. I have discussed this point with Joe, and I believe him when he tells me he didn't know what a C.O. was at 18, and didn't understand himself to be one until age 20. I rely on my knowledge of his character and the sort of sincerity that will force him to go to jail rather than enter the military for my conclusion that he is entitled to the 1-O classification.

I hope my letter is of assistance to you. I would be happy to answer any questions you may have in person, if you so desire.

Respectfully,

Rev. E. M. Forest

Rev. EMF/hh

H. Reference Readings

1. Qualifications for 3-A hardship deferment

There are two types of 3-A deferments. (A) 3-A fatherhood deferments are available on a renewal basis only to men who already held or had requested them before April 23, 1970. (B) 3-A hardship deferments should be given to men whose dependents would suffer "extreme hardship" if they were drafted. The rules on 3-A deferments are contained in Regulation 1622.30.

. . . .

3-A FOR HARDSHIP TO DEPENDENTS

A man should receive a 3-A deferment if he persuades Selective Service that drafting him would cause extreme hardship to his dependents. The hardship can be financial, physical, or psychological. A man not eligible for a fatherhood deferment may still be able to get a 3-A for hardship.

Definition of "dependent"--A dependent can be the man's wife, parent, grandparent, brotner, sister, or child. A dependent can also be any person under 18, or any person over 18 who is physically or mentally handicapped, whom the registrant supports, even if they are not related. The registrant should show that he provides support "in good faith"--that there is a continuing responsibility. The man claiming dependents must show that he provides them with needed financial, physical, or psychological support. Dependents must be U.S. citizens or live in the United States and its territories and possessions.

. . . .

Physical and psychological hardship--A man may be deferred in 3-A because drafting him would cause physical or psychological hardship to his dependents--for example, because he cares for an invalid or aged relative, for someone who is ill or mentally defective, or for a young child or children--even if he provides little or none of their financial support. A man who is needed to nurse a sick parent; a young man who regularly takes care of younger brothers and sisters because their mother works and their father is gone; a man who has effectively become the head of a household--all of these may have valid claims for 3-A hardship deferments.

. . . .

The rules for 3-A deferments for psychological hardship are vague, and a man must usually support his claim with letters from many people who know his family. He must persuade his board that his dependents will suffer "extreme hardship"--difficulties beyond those normally suffered by families of men drafted. Some examples: a psychiatrist might write that a mother's unstable condition will get worse if her son is drafted. The family minister might write a supporting letter pointing out that the

young man holds the family together or is the head of the family replacing his father who is alcoholic, dead, or absent. A social worker might state that a younger brother is completely dependent on the man for direction and support, or that the man is the one taking care of a mentally defective sister. Whatever the reasons, they should be stated clearly and in detail, with supporting letters from people who know the situation.

(Excerpted from CCCO Memo, "3-A Fatherhood and Hardship Deferments.")

2. Qualifications for 1-O conscientious objector status

There are two conscientious objector classifications, 1-A-O and 1-O. To qualify for either a man must be conscientiously opposed to <u>all</u> war. In addition, the 1-O classification requires that a man oppose <u>all</u> military service. Selective Service regulations concerning the 1-O classification are quoted below:

§ 1621.11 Special Form for Conscientious Objector.

A registrant who claims to be a conscientious objector shall offer information in substantiation of his claim on a Special Form for Conscientious Objector (SSS Form 150) which, when filed, shall become a part of his Registration Questionnaire (SSS Form 100). The local board, upon request, shall furnish to any person claiming to be a conscientious objector a copy of such Special Form for Conscientious Objector (SSS Form 150).

§ 1622.14 Class 1-O: Conscientious Objector Available for Alternate Service.

In Class 1-O shall be placed every registrant who would have been classified in Class 1-A but for the fact that he has been found, by reason of religious, ethical, or moral belief, to be conscientiously opposed to participation in war in any form and to be conscientiously opposed to participation in both combatant and noncombatant training and service in the armed forces.

To qualify for the 1-O classification then, a man must submit evidence (including his answers to SS Form 150, the questions from which are reproduced below) and he must convince Selective Service that he sincerely holds "religious, ethical, or moral belief[s]" that make him opposed to participation in any war and any form of military service.

(Excerpts from SS Form 150 follow.)

Instructions

The local board will consider your claim for conscientious objector status when it receives a written statement from you which includes answers to the questions on page 2 of this form and when you are in a category vulnerable for induction. Sign paragraph A or B of page 3, fill out the bottom portion of that page and return with your statement requesting conscientious objector status to your local board.

Section 6(j) of the Military Selective Service Act provides: "Nothing contained in this title shall be construed to require any person to be subject to combatant training and service in the armed forces of the United States who, by reason of religious training and belief, is conscientiously opposed to participation in war in any form. As used in this subsection, the term 'religious training and belief' does not include essentially political, sociological, or philosophical views, or a merely personal moral code. Any person claiming exemption from combatant training and service because of such conscientious objections whose claim is sustained by the local board shall, if he is inducted into the armed forces under this title, be assigned to noncombatant service as defined by the President, or shall, if he is found to be opposed to participation in such noncombatant service, in lieu of such induction, be ordered by his local board, subject to such regulations as the President may prescribe, to perform for a period equal to the period prescribed in section 4(b) such civilian work contributing to the maintenance of the national health, safety, or interest as the Director may deem appropriate and any such person who knowingly fails or neglects to obey any such order from his local board shall be deemed, for the purposes of section 12 of this title, to have knowingly failed or neglected to perform a duty required of him under this title. The Director shall be responsible for finding civilian work for persons exempted from training and service under this subsection and for the placement of such persons in appropriate civilian work contributing to the maintenance of the national health, safety, or interest."

The Supreme Court has interpreted "Religious training and belief" to include moral and ethical beliefs as well as traditional religious beliefs. The court did state that those persons whose beliefs are not deeply and sincerely held and those whose objection to war does not rest at all upon moral, ethical or religious principles but instead rests solely upon considerations of policy, pragmatism or expediency would not qualify.

Before you make your statement, it is recommended that you read the pamphlet "CO", available at your local board's office.

SSS Form 150 (Revised 1-3-72)

Instructions: Print or type your statement claiming exemption from combatant service as a conscientious objector on separate sheets of paper. Include in your statement answers to the following questions in the order given plus any additional information you wish to provide:

1. Briefly describe your beliefs which are the basis for your request for conscientious objector status.

2. If you seek classification in Class 1-O, why will not your beliefs permit you to serve as a noncombatant in the armed forces? If you seek classification in Class 1-A-O, why will your beliefs permit you to serve as a noncombatant in the armed forces?

3. Explain how, when, and from what source you received the religious, moral, or ethical training, or acquired the belief, which is the basis for your claim for classification as a conscientious objector.

Include in your answer a statement of--

(a) When and how you first began to formulate your opposition to participation in war; and

(b) When you decided your beliefs qualified you for classification as a conscientious objector.

4. The Supreme Court has held that for sincere beliefs of conscientious objection to qualify under the law they must be--

"based upon a power or being, or upon a faith (or belief) to which all else is subordinate or upon which all else is ultimately dependent."

Show in the context of the above quotation that your beliefs are deeply and sincerely held by--

(a) Explaining what most clearly demonstrates the consistency and depth of your beliefs;

(b) Describing how your beliefs affect the way you live your life, the activities you participate in, your vocational goals; and

(c) Depicting what actions, incidents, or other aspects of your life give evidence of your beliefs.

Instructions: Sign your name to either statement A or B of this section. If you cannot sign either one, indicate why. Return this page with your written claim to your local board at the above address.

A. I am conscientiously opposed to participation in combatant training and service in the Armed Forces. My moral, ethical, or religious beliefs would not permit any service which is inconsistent with these beliefs. I therefore claim exemption from combatant training and service in the Armed Forces, but I am willing to serve in a noncombatant capacity if called.

---------- ----------
(Date) (Signature)

B. I am conscientiously opposed to participation in war in any form. I hold moral, ethical, or religious beliefs which prevent my participating in combatant and noncombatant training and service in the Armed Forces. My conscience would not permit any service which is inconsistent with these beliefs. I therefore claim exemption from both combatant and noncombatant training and service in the Armed Forces, but I am willing to perform 2 years' alternate service if called. (Registrants granted this status are classified 1-O)

---------- ----------
(Date) (Signature)

3. Selective Service appeals procedure

Selective Service law provides procedures for a registrant to appeal a classification with which he is not satisfied. The basic parts of this procedure are: (1) the personal appearance before the local draft board, and (2) appeal, with personal appearance if desired, to the appropriate State Appeal Board. An additional procedure open to some registrants is appeal to the National Appeal Board, also with a personal appearance if desired.

a. Personal appearance before local board

A registrant who has been classified by his local board has the right to a personal appearance before the board to discuss his classification (unless the classification was based on a personal appearance). He must request the personal appearance within fifteen days of the date the local board mailed his classification card (SS Form 110) to him. The local board will then inform the registrant of the time and place of his appearance (not less than fifteen days in advance) and of his right to present witnesses (up to three).

At the appearance the registrant may present additional evidence and point to evidence in his file he feels the board may not have paid sufficient attention to. His witnesses may testify. Normally fifteen minutes is the maximum time allotted for an appearance.

After the personal appearance, the local board will notify the registrant of its decision by mailing him a new classification card. If he is still not satisfied, he may proceed to the next step in the appeals procedure.

b. Appeal to State Appeal Board

Here again the registrant must act within fifteen days and must state whether he wants to appear personally before the board. The procedure is much the same as at the local board, but no witnesses are allowed before the State Board.

A registrant is encouraged to write down the reasons for his appeal for consideration by the board. This is especially crucial if he does not plan to appear in person.

After the registrant's case is heard, the Appeal Board will notify him by mail (through his local board) of their decision. The new classification card will also note the <u>vote</u> of the board. If the vote is against him but divided (e.g., 3-1) he has the <u>right</u> to one further appeal. If the vote is unanimously against him he has no further right of appeal.

c. Appeal to National Selective Service Appeal Board

Once again the registrant must file written notice of appeal within fifteen days. He may appear before the National Board, but no witnesses are permitted. He can present written or oral evidence to the board in addition to evidence already in his file. The decision of this Appeal Board is not subject to further appeal.

FINAL NOTE

Hopefully this unit has brought you some understanding of the ways in which the U.S. has defended itself historically, and alternate ways it is exploring at the present time. More importantly, the authors of this unit hope you have carefully considered the alternatives open to individuals, and that you will not stop your exploration at the close of this unit, but will continue to read from references given in the Bibliography which follows. Whatever decision you or someone close to you makes in the future about the draft, we hope we have helped you to make one that both satisfies your military obligation and fits your own conscience.

BIBLIOGRAPHY

The listings below are not exhaustive and several other useful bibliographies exist, especially those found in Country, Conscience, and Conscription and Curriculum Guide to the Draft. The former is useful for periodical references in this subject area and the latter for government documents. The bibliography here is designed to provide a sound introduction to the subject; especially valuable references are starred (*).

I. OVERALL

These are introductory items designed to answer general questions and to acquaint persons with the subject area.

Blackman, Allan, Face to Face with Your Draft Board.

Bloomstein, Charles, "Conscience and War: The Moral Dilemma."

Department of Defense, High School News Service Report.

Selective Service System, Curriculum Guide to the Draft. Washington, D.C.: U.S. Government Printing Office, current edition. (free)

Selective Service System, "If You're Asked...." U.S. Government Printing Office, current edition. (free)

A very brief piece touching on the history of conscription in the U.S., the lottery, classifications, and the effects of the draft on young men.

Selective Service System Publications, Perspective on the Draft. Washington, D.C.: U.S. Government Printing Office, current edition. (free)

Perspective on the Draft gives an overview of Selective Service procedures and classifications available. It discusses appeal procedures open to the individual registrant.

Southwest Regional Draft Counseling Association, The Draft System and "You". Austin, Texas: SWRDCA. ($5.00; up-dating service, $2.00)

Complete text of Selective Service Act, Regulations, Local Board Memoranda, etc. New items periodically mailed to subscribers of up-dating service.

I. OVERALL (cont)

Tatum, Arlo and Tuchinsky, Joseph S., Guide to the Draft (current edition). Boston: Beacon Press. ($2.45)

This is a crucial resource. It covers six of the alternatives (not including military service), in some detail and features realistic and lucid explanations of Selective Service procedure. *

Tatum, Arlo (ed.), Handbook for Conscientious Objectors.

II. THE SEVEN ALTERNATIVE RESPONSES

Below are more specific readings on each alternative. Some alternatives have not generated much writing; looking in Reader's Guide for periodical articles may be worthwhile.

A. MILITARY SERVICE

Department of Defense, High School News Service Report (current issue). Great Lakes, Illinois: High School News Service. (free)

This is the most authoritative and complete exposition available on military opportunities open to young men and women. Every high school should have at least one copy. *

Department of Defense, It's Your Choice. U.S. Government Printing Office. (free)

A superficial substitute for News Service Report, it is still useful for a rapid overview of military options.

Selective Service System, Curriculum Guide to the Draft. Washington, D.C.: U.S. Government Printing Office, current edition. (free)

This booklet constitutes a very complete instructional outline on all aspects of the Selective Service System. It is essential resource even though its coverage of illegal alternatives is not extensive. *

B. DEFERMENT OR EXEMPTION PAST DRAFT-AGE

Selective Service System, Curriculum Guide to the Draft.

C. SURVIVING THE LOTTERY

Selective Service System, Curriculum Guide to the Draft.

Selective Service System, Lottery. Washington, D.C.: U.S. Government Printing Office, current edition. (free)

A brief explanation of the lottery system of

IIC--Lottery (cont)

selecting men for military service. Includes frequent questions and their answers.

D. EMIGRATION

Selective Service System, Curriculum Guide to the Draft.

Wall, Byron (ed.), Manual for Draft-Age Immigrant to Canada (6th Edition). Toronto: House of Anansi. ($2.00)

The best single resource work on immigration to Canada to avoid the draft (or to escape from the armed forces).

E. REFUSAL

Ferber, Mike and Harris, Dave, On the Resistance. Palo Alto, California: Institute for the Study of Non-violence. 1968, ($0.10)

Provocative speeches by two leaders to draft resistance.

Gutknecht, Dave and others, Check Out the Odds--If You're Not in the Lottery, Your Number Can't Come Up. Privately published. ($0.25)

A booklet which surveys the thinking of young persons to whom resistance to the draft, mainly based on principle, is the only good response. Deals with family reaction and other consequences of this decision.

Lynd, Alice (ed.), We Won't Go.

Selective Service System, Curriculum Guide to the Draft.

Woodstone, Norma Sue, Up Against the War.

F. DODGING THE DRAFT

Cameron, Gail, "Why 'Good' Sons Become Draft Dodgers," Ladies Home Journal, August, 1967.

Davidson, Bill, "Hell, No, We Won't Go!" The Saturday Evening Post, January 27, 1968.

Covers several alternatives, including draft dodging.

Selective Service System, Curriculum Guide to the Draft.

G. CONSCIENTIOUS OBJECTION

Blackman, Allan, Face to Face with your Draft Board (3rd Edition Revised). Berkeley: World Without War Council, 1972. ($1.25)

An essential resource for C.O.'s and others

IIG--C.O. (cont)

who face a personal appearance before their draft boards. Covers details of personal appearances from the point of view of helping a young man become clear on his own basic values and beliefs.

Drews, Dale H., Humanist Conscientious Objection: A Guide for Men of Draft Age.

National Interreligious Service Board for Conscientious Objectors, Guide to Alternative Service (current edition). Washington, D.C.: NISBCO, 1971. ($1.00)

Primarily a list, by state, of agencies which can provide a young man with alternative civilian service work (1-W).

National Interreligious Service Board for Conscientious Objectors, Religious Statements on Conscientious Objection.

Selective Service System, Conscientious Objectors. U.S. Government Printing Office, current edition. (free)

Briefly describes who qualifies for C.O. status and the procedures relevant to such young men.

Selective Service System, Curriculum Guide to the Draft.

Tatum, Arlo and Tuchinsky, Joseph S., Guide to the Draft.

Tatum, Arlo (ed.), Handbook for Conscientious Objectors (12th Edition). Philadelphia: Central Committee for Conscientious Objectors, 1972. ($1.50)

A basic reference piece for C.O.'s and thorough exposition of the procedures involved in conscientious objection. Covers trial, probation, prison and after effects for those whose C.O. claims are unsuccessful or who decide to resist.

III. ISSUES OF CONSCIENCE & WAR

Below are references which deal with the moral, philosophical, political and ethical issues involved in questions of a man's obligation to himself, the state, and universal authority in regard to military service/war.

Bloomstein, Charles, "Conscience and War: The Moral Dilemma," Intercom, November/December 1969, pp 21-68.

Focused on the issues political, moral and ethical for decision making in regard to military service, this issue of Intercom sets forth a useful perspective for the young person trying to understand the "whys" of various responses to

III. ISSUES (cont)

the draft. *

Camus, Albert, Neither Victims nor Executioners. Berkeley: World Without War Council, 1968. ($0.25)

Two useful readings in one pamphlet. Camus exhorts readers to make a fundamental choice: be neither a victim, nor an engine of war. Robert Pickus' preface analyzes the loss of this insight by much of the U.S. peace movement.

Drews, Dale H., Humanist Conscientious Objection: A Guide for Men of Draft Age (2nd Edition). New York: American Ethical Union, 1971. ($1.25)

Useful reading for the C.O. who is not of orthodox beliefs.

Fogg, Richard W. and Pollock, George F. (eds.), The Limits of War. Middletown, Connecticut: American Education Publications, 1970. ($-?)

This A.E.P. booklet explores the issue of what limits man has been willing to put on his use of warfare. A very good brief study of the morality of war.

Gutknecht, Dave and others, Check Out the Odds--If You're Not in the Lottery, Your Number Can't Come Up.

Long, Edward LeRoy, Jr., War and Conscience in America. Philadelphia: The Westminster Press, 1968. ($1.65)

An excellent brief study of the role of conscience in men's responses to war. Sets forth the basic positions regarding military service and the rationale behind each of these. *

Lynd, Alice (ed.), We Won't Go. Boston: Beacon Press, 1968. ($1.95)

A collection of statements by resisters on why they decided to resist. Usually deals briefly with the consequences of these decisions.

Mayer, Milton, "On Liberty: Man vs. the State." A Center Occasional Paper, December, 1969, pp 1-192.

Considers a man's obligation to his state and the limits of liberty.

National Interreligious Service Board for Conscientious Objectors, Religious Statements on Conscientious Objection, current edition. Washington, D.C.: NISBCO.

A comprehensive compilation of church and religious statements on conscientious objection. A useful survey of religious positions on objection to war. Especially helpful to the religiously affiliated C.O.

III. ISSUES (cont)

Niebanck, Richard J., Conscience, War, and the Selective Objector. New York: Board of Social Ministry/ Lutheran Church in America, 1968. ($0.50)

Deals with the problem of conscience in regard to selective objection to war. The authority and limits of claims of conscience are discussed.

Schlissel, Lillian (ed.), Conscience in America. New York: E.P. Dutton & Co., Inc., 1968. ($2.75)

A documentary history of conscientious objection in the U.S. This study is marred by the editor's own biases against military service and in favor of draft refusal, but is still an interesting reference.

Woodstone, Norma Sue. Up Against the War. New York: Tower Publications, Inc., 1970. ($0.95)

A popular account of the author/editor's experiences with men who refused the draft. The author has written extensively for national magazines and here has gathered materials "too controversial" for many magazines to print.

Wright, Edward Needles, Conscientious Objectors in the Civil War. New York: A.S. Barnes & Company, Inc., 1961. ($1.95)

Studies the problem of conscientious objection in the Civil War, both in North and South. Very interesting reading for those concerned with the development of provisions for C.O.'s in the U.S.

IV. ALTERNATIVE MEANS OF PROVIDING FOR THE NATIONAL DEFENSE

The items below concern ways of defending our society. Some advocate a particular method; others survey the field. Several readings on non-violent means of national defense are included.

American Friends Service Committee, The Draft? New York: Hill & Wang, 1968. ($1.25)

A study of conscription in the U.S., the book advocates getting rid of the draft. Argues on many fronts, albeit often on slim evidence.

Davis, James W. Jr. and Dobeare, Kenneth M., Little Groups of Neighbors. Chicago: Markham Publishing Co., 1968.

A policy study of the workings of the

IV. ALTERNATIVES (cont)

the Selective Service System in the state of Wisconsin. Contains much of interest on the interaction of various levels of Selective Service.

Miller, James C. III (ed.), Why the Draft? Baltimore: Penguin Books, Inc., 1968. ($1.25)

Makes the case for a volunteer army. It is a thorough study of the other alternatives and the workings of voluntary military service in several other countries. A very good book.

Prasad, Devi and Smythe, Tony (eds.), Conscription, A World Survey. London: War Resisters' International, 1968. ($2.25)

Surveys the provisions for conscription of military manpower in nations throughout the world. Notes what provisions are made for C.O.'s. An excellent comparative reading.

Reedy, George F., Who Will Do Our Fighting For Us? Cleveland: The World Publishing Co., 1969. ($1.95)

Advocates a reformed draft as the best way to provide for national defense. Telling arguments against volunteer armed forces. A thoughtful book.

Roberts, Adam and others, Civilian Defense. London: Peace News, 1964. (2s 6d)

Contains several short essays on non-violent means of national defense. A useful introductory piece.

Sibley, Mulford Q. (ed.), The Quiet Battle. Boston: Beacon Press, 1968. ($2.95)

A collection of writings concerning instances when non-violent means have been used with some success.

Tax, Sol (ed.), The Draft. Chicago: The University of Chicago Press, 1967. ($3.95)

A very valuable sampler of all, save non-violent, means of national defense. From a conference in 1966, it is still timely. *

Walton, Colonel George, Let's End the Draft Mess. New York: David McKay Company, Inc., 1967. ($-?)

Advocates a variant of Universal Service for all males as a replacement for the draft system.

IV. ALTERNATIVES (cont)

Pickus, Robert, and Woito, Robert, To End War. New York: Harper and Row, revised edition 1971.

Essays and an annotated bibliography devoted to making real the dream of ending war. Includes an exploration of war in terms of causes; moral, religious, philosophical and ethical thought regarding it; and many other subject areas. The crucial introductory work.

Sharp, Gene, The Political Equivalent of War: Civilian Defense. New York: Carnegie Endowment for International Peace. ($0.60)

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MILITARY OBLIGATION AND THE INDIVIDUAL,
With a Focus on Conscription in the U.S.

TEACHER'S GUIDE

3rd Draft, February 1972

Written by:

Steve Bischoff, DVEP Staff Consultant
Ron Clark, Clayton Valley High School
Bob Daugherty, Clayton Valley High School
Ted McKinnon, Mt. Diablo High School
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Project Director, Robert E. Freeman
Editorial Assistant, Pat Nyhan

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Orinda, California 94563

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MILITARY OBLIGATION AND THE INDIVIDUAL -- TEACHER'S GUIDE

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PREFACE

Military Obligation and the Individual is a four-week (twenty day) unit designed for high school seniors. It includes: simulated personal appearances before a local draft board, a mock draft lottery, student skits, filmstrips, readings and class discussion. Student response has been positive -- both boys and girls are interested in the subject matter.

The foundation of the unit is the Student Work Book. The workbook (SWB) contains most of the instructional materials needed by the class; major exceptions are some readings and all tests. Teacher familiarity with the SWB is assumed and is essential to effectively use this teacher's guide.

The Teacher's Guide outlines intended content and activities of each class period. Each day is set out in roughly identical format, with student homework clearly indicated. The final item listed every few days is a reference to "Other Activities." Most such activities were used in piloting of the unit and were replaced here with activities slightly improved; however, the teacher may wish to use these as alternate or additional activities. (They are outlined in Appendix 1 of this guide.) Activities noted in the lesson plan with "see Appendix 1" are ideas only -- with details to be worked out by the teacher.

Teaching materials essential to unit use are referenced following this preface. Planning ahead is crucial, as some teaching materials will require three weeks or more to obtain. Be sure to obtain the most up-to-date materials available.

Special Notes

1. Vocabulary Levels. Each section of the unit contains a glossary which should help students with difficult words. However, you should glance over Country, Conscience, and Conscription and the SWB to judge whether other vocabulary will be a problem for your class(es). If so, you might compile an additional glossary and spend class time on it prior to beginning the unit.

2. Homework. Review student homework assignments using your Lesson Plan Outline and a copy of SWB. You may decide that too much is assigned on a given day or over a few days. It is desirable to have each student read all reading assignments; however, if you feel this is unrealistic, the heavy reading of Days 4, 6, 8, 9 and 11 can be divided among the class. If this is done, some method of in-class reporting is essential in order that all students follow the various arguments.

3. Skit Special Readings. In Part III H SWB, a page of reference readings is included. With the exception of High School News Service Report, none of these items is listed in unit teaching materials. These readings are not necessary, but might be helpful to students in skits. You should check with the school library; you could ask the librarian to order the books listed. (Citations given in SWB Bibliography.) Delivery will require up to three weeks.

4. Local Board #39: Simulation. The teacher should choose role players and other simulation participants well in advance. Glance over Part IV

of this guide and Appendix 4 (Role Assignment Sheet) and think about who should play which role.

5. Tests. Four tests are included in Appendix 2; only the last of these are to be graded. The pre-test is designed only to give you a rough idea of prior-to-unit student knowledge and to suggest to students that they need to know more than they do.

6. Teacher Preparation. If you are not familiar with this subject matter, you might benefit by reading Curriculum Guide to the Draft prior to teaching the unit. Another valuable resource work is Guide to the Draft (see SWB Bibliography).

UNIT OBJECTIVES

Focusing Concept:

The nature and meaning of the obligation of an American to his country and himself in regard to military service.

Knowledge Objectives:

Provide students with an understanding of conscription in general, of the Selective Service System of the U.S., of alternative responses to military service, and of alternative means for providing for the national defense.

Attitudinal Objectives:

Primary.
To bring about:

1. A belief that a number of legitimate positions in response to conscription exist, and to want to understand the values and logic inherent in each of them;

2. A belief that each man is responsible to himself and his country for his own choice in regard to the draft and military service;

3. A belief that patriotism and loyalty to one's country can be expressed in a variety of ways, including the performance of military service;

4. A belief that citizens in a free society should explore the nature of their obligation to their country and the boundaries of governmental authority;

5. A preference for responses to the draft which are open, honest, and thoughtful to those which are covert, deceitful, or ill-informed.

Secondary.
To bring about:

1. A belief that the democratic values and processes on which the U.S. was founded are essential to maintain and defend;

2. Avoidance of violent protest and responses to the draft, preferring, when necessary, non-violent dissent;

3. An acceptance of the inevitable imperfections of bureaucratic institutions, while feeling a commitment to improve such institutions;

4. An acceptance of the universality of conflict, but a questioning of the inevitability of war.

TEACHING MATERIALS

A. From Other Sources

Listed below are materials needed in teaching this unit that are not contained in the unit.

Bressler, Leo A. and Marion A. (Eds.). Country, Conscience, and Conscription. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970. ($1.45 paper) Used as text-book. [class set]

Department of Defense. Basic Facts About Military Service. Great Lakes, Ill.: High School News Service, current edition. (free) [1 copy]

Guidance Associates. Draft Debate. Pleasantville, NY.: Guidance Associates, 1970. ($55) (Two-part filmstrip, with records.) [1 copy]

Selective Service System. Curriculum Guide to the Draft. Washington, D.C.: U.S. Government Printing Office, current edition. (free) [1 copy]

Selective Service System. Pamphlets -- Perspective on the Draft; Lottery. Washington, D.C.: U.S. Government Printing Office, current edition. (free) [class set]
(Both items above may also be ordered from: Office of Public information, National Headquarters Selective Service System, 1724 F. Street, N.W., Washington, D.C. 20435.)

QED Productions. A Matter of Conscience. A-V Services, 1840 Alcatraz Avenue, Berkeley, Cal. 94703. Phone: 415/654-3006. (28-1/2 minutes, color)

B. To be Reproduced From Guide

In order of use:

	ITEM	WHEN NEEDED	QUANTITY
1.	Pre-test	Day 1	class set
2.	Quiz #1	Day 3	class set
3.	Chart on Alternate Means of National Defense	Day 6	class set
4.	Quiz #2	Day 9	class set
5.	Chart on Alternate Individual Responses	Day 12	class set
6.	Exam	Day 19	class set

MILITARY OBLIGATION AND THE INDIVIDUAL

LESSON PLAN OUTLINE 1

Part 1: The Selective Service System & Conscription in the U.S.

Part 11: Alternate Means of Providing for the National Defense

5

Day 1	Day 2	Day 3	Day 4	Day 5
Unit Introduction -brief lecture -pre-test administered (corrected by students) -essay assigned (due Day 4) -Student Work Book (SWB) & Country, Conscience, and Conscription (CCC) distributed -quizzes & exam dates announced	Mock Draft Lottery -draft lottery simulated (names of "drafted" students recorded) -class reads "The Lottery" and reviews reference materials	The Selective Service System: Structure, Procedures & Classifications -class discussion -Quiz #1 (corrected outside class)	Alternate Means -introduction -essays collected -brief introduction -Draft Debate filmstrip Part 1 shown	Alternate Means -Draft Debate filmstrip Part 11 shown -worksheet on filmstrips filled out in small groups
HOMEWORK				
Reading: SWB -- Unit Introduction & all Part 1 Writing: Essay	Reading: current information on Selective Service	Reading: SWB Part 11: Introduction & Glossary Reminder: Vocabulary Quiz on Day 9	Reading: CCC Section 6 & SWB Part 11: C & D Writing: Answer questions SWB Part 11 C	None

LESSON PLAN OUTLINE 2

Part II: Alternate Means (Cont.) | Part III: Alternate Individual Responses to Military Obligation

Day 6	Day 7	Day 8	Day 9	Day 10
Alternate Means-Compared -major alternatives compared -students work on charts & discuss (-review Quiz #1 if desired)	**Alternate Means-Which is Best?** -charts collected -wrap up discussion with teacher as devil's advocate-each policy proposal advocated & attacked -student evaluation filled out -essay assigned	**Alternate Individual Responses** -return charts -film shown -class discussion -essays from Day 7 collected -words from 3 glossaries reviewed	**Alternate Individual Responses** -Quiz #2 -introduction -discussion-alternatives & examples listed	**Why Some Refuse to Serve** -discussion-reasons listed, clarified
HOMEWORK				
Reading: SWB-Part II F (Arguments Against Each Alternative) Writing: Complete chart (SWB-Part II G)	Writing: Essay (due Day 8) on the best means for national defense)	Reading: SWB-Part III A,B,C Writing: Answer questions Part III C Review: 3 glossary lists for quiz	Reading: SWB-Part III D 1 & answer the questions preceding the readings	NONE if Friday. If not, read SWB-Part III D 2
OTHER ACTIVITIES				
	1) Advocacy Panel 2) Fish-Bowl Discussion 3) Debate	(see Appendix 1)	Discussion of legitimacy of the alternatives	(see Appendix 4)

LESSON PLAN OUTLINE 3

Part III: Individual Responses (Cont.)			Part IV: Individuals in Interaction Within the Selective Service System	
Day 11	Day 12	Day 13	Day 14	Day 15
Why Men Should Serve -discussion (film) (speaker) covering reasons for service -reasons for & against service compared -skit assignments (for Day 13)	Alternatives & Consequences -discussion of alternatives for individual & society (using chart) -skit preparation	Alternate Responses Portrayed -collect charts -skits -class vote & scoring -discussion	Local Board #39: -(charts returned) -simulation introduced -students receive role materials -students read roles, SWB sections in small groups	Local Board #39: Simulation: Final Preparation -role briefings (in small groups)
HOMEWORK				
Reading: SWB-Part III D2 & answer questions Skit participants only: read SWB Part III F roles	Reading: SWB-Part III F appropriate skit sections Writing: complete chart SWB-Part III E	NONE	Reading: SWB as appropriate Part IV Writing: draft board members prepare questions	NONE
OTHER ACTIVITIES				
(see Appendix 1)				

Part IV: Individuals in Interaction (Cont.)

8

Day 16	Day 17	Day 18	Day 19	Day 20
Local Board #39: Personal Appearances -role playing-personal appearances before local board hardship deferment & conscientious objector cases heard	Local Board #39: Observers' Report -review debriefing -observers' report State Appeal Board members Media and/or Political Observers	Local Board #39: Simulation Debriefing -wrap up discussions -explain "The Simulation vs. Real Life" -resources for further study indicated	Unit Wrap-up -Essays collected -exam -discussion	OPTIONAL DAY
HOMEWORK				
observers prepare to report	Writing: Essay (from Day 4) revised	Review: preparation for unit exam, Day 19		

PART 1: THE SELECTIVE SERVICE SYSTEM AND CONSCRIPTION IN THE U.S.

Day 1: Introduction of the Unit

ACTIVITIES

1. Teacher introduces the unit, explaining:
   a. Why it is being taught (refer to Introduction, SWB).
   b. What the unit consists of (review unit content and activities).
2. Pre-test is distributed and students take ten minutes to answer the questions.
3. Students exchange tests and correct them as teacher reads the answers. Tests should be scored, but not graded.
4. Teacher should be prepared for a limited discussion aroused by the pre-test and other questions. Neither the teacher nor any student is likely to be able to answer all questions raised; most will be addressed in succeeding days of the unit.
5. Teacher distributes copies of Country, Conscience, and Conscription to students (for use later in the first week) and a copy of the Student Work Book (SWB).
6. Students are assigned an essay from the SWB (following the Introduction) concerning the draft which is designed to reveal individual attitudes. This is an informal exercise; essays should be no more than two pages in length and should be handed in on Day 4. These essays serve as a rough measure of students' attitudes; students will be asked to review, then bolster or modify their essays in the last week of the unit.

   Note: Students should not know authors of quotes in the SWB until their essay is completed:

   1. P. 34, Country, Conscience, and Conscription (partial quote).
   2. Stephen Decatur.
   3. Lord Acton.

7. Announce (or give rough idea of) dates quizzes and exam will be given. Explain use of glossaries in Part 1 B, 11 B and 111 B: students should study words on their own to prepare for Quiz 2 on Day 9. Be familiar with these words so that you can point students to references where words not in a dictionary can be found.

HOMEWORK

1. Essay.
2. SWB -- read Introduction and Part 1: Historical Notes.
3. Study glossary words.

Day 2: Mock Draft Lottery

This is the unit's "grabber" activity. Before the lottery, the teacher needs to prepare the following:

1. Two charts or overhead projection transparencies. Each chart should have 730 squares in columns, with the left hand column containing: a) for number chart, numbers beginning with 1, 2, 3; b) date chart, dates beginning with January 1, 2, 3 and so on. Each chart should have a blank column next to each number or date column for writing in numbers or dates as drawn in the mock lottery.

2. Two large containers (3-lb. coffee cans).

3. 365 1-1/2" square cards with dates of the year written on them.

4. 365 1-1/2" square cards with the numbers 1-365 on them.

5. Mix the respective cards.

Procedure for Lottery

1. Lottery drawing must begin at once in order to complete it in a fifty-minute period.

2. Teacher should select four or more students (girls?) to draw cards from the lottery cans. Two other students should be selected to record dates and numbers on the appropriate charts.

3. Each student should draw both a number card and a date card to be recorded in the appropriate squares on the charts. Date goes next to number as drawn on number chart, number next to appropriate date on date chart.

4. Mark on the number chart the cut-off number predicted by Selective Service. This will arouse student concern over being drafted.

5. Pass out the Selective Service Pamphlet, "The Lottery," and let the students read it in class.

6. Have military enlistment information available at a table for the students to look at. (The current issue of the Department of Defense High School News Service Report is the best single source -- see teaching materials list of citations.)

7. Using Selective Service reference material, teacher should help students understand how the lottery works and why random selection is used.

HOMEWORK

Assign current information on Selective Service as reading for tonight. Perspective on the Draft -- a Selective Service pamphlet -- is suggested.

Note

Previous experience with the mock lottery has indicated that follow-up is a good idea, such as "drafting" students with low numbers for classroom activities later in the unit. If you plan to do this, circulate a sheet of paper for students to record their names and numbers (as drawn in the class lottery). The "drafted" students -- say the ones with numbers lower than 122 -- can be called upon to report on readings, take the lead in a class activity, or be assigned a role in the simulation.

If you do not plan to use follow-up activity, you might want to only run through part of the lottery drawing, enough for your class to understand the idea behind the lottery.

Day 3: Discussion of the Selective Service System

Your role is to guide discussion so that students are familiar with: 1) the structure of Selective Service (covered in SWB); 2) the procedures required of and/or open to a registrant (SWB and current information materials); 3) the most common draft classifications -- what they mean and how one qualifies (current information materials).

You should be familiar with any materials assigned to students. Unanswered questions may be assigned to students to research. The Bibliography in the SWB should be consulted for written references. (The two most basic reference works are Selective Service's own Curriculum Guide to the Draft and Guide to the Draft by Tatum and Tuchinsky [Note: only the 1972 edition of the former and the 4th edition of the latter are up to date].) Students might also want to call the local draft board.

Quiz #1

Allow fifteen minutes for administering this. Correct the quiz outside class, and, based on how your class did, decide if you wish to discuss it in class (time is allotted on Day 6 for this purpose). Otherwise, you may just want to return the corrected quizzes.

HOMEWORK

Read SWB Part 11: Introduction and Glossary. (Reminder: Essay is due Day 4, and Quiz on vocabulary words in all glossaries will be Day 9.)

Part 11: ALTERNATE MEANS OF NATIONAL DEFENSE

Day 4: Alternate Means of National Defense

In your brief introduction of this segment of the unit you should remind the class:

1. Policy alternatives, not individual responses to the draft, are the subject of discussion.

2. Criteria for deciding which means might be best (listed in SWB Part 11 Introduction and on chart due Day 7) should be borne in mind.

ACTIVITIES

1. Brief introduction.
2. Essays collected.
3. Part 1 of Draft Debate filmstrip is shown.

HOMEWORK

Read selections from Section 6 of CCC and SWB Part 11 C & D and answer questions in SWB. Note the chart, Part 11 G of SWB.

Day 5: Alternate Means of National Defense (Cont.)

In this period, Part 11 of the filmstrip is shown. Students then work in small groups answering the questions on the worksheet (Part 11 E-SWB). Before the period ends, read the answers to the worksheet questions (Appendix 2) and allow for brief class discussion. Students may correct their own worksheets.

ACTIVITIES

1. Part 11: Draft Debate filmstrip.
2. Worksheet questions answered.
3. Teacher reads answers to worksheet.

HOMEWORK

None.

Reminder

Have copies of the Chart on Alternate Means of National Defense from Appendix 3 ready to pass out in class tomorrow.

Day 6: Alternate Means Compared

(Pass out Chart on Alternate Means of National Defense from Appendix 3.)

This lesson focuses on organized discussion of the major policy alternatives proposed to provide for the national defense. Alternatives should be listed on the board, then analyzed and compared. Criteria for comparison are found in the chart (SWB). The teacher or students may think of additional criteria; these should be added to the chart.

HOMEWORK

Students read the brief arguments against each alternate means (from SWB Part II F) and complete the chart.

Day 7: Alternate Means: Which is Best?

(Collect students' completed charts.)

Today's lesson completes the "alternate means" segment of the unit. The teacher conducts a wrap-up discussion which brings out major points for and against each policy alternative. A useful way to conduct this discussion is for the students to advocate and/or attack alternatives while the teacher plays devil's advocate.

For example,

Student A: "Everyone should undergo military training, so that our country is well prepared at all times."

Teacher: "But why should the government decide what every individual should do?"

Student B: "I think a volunteer army is the best idea."

Teacher: "But how can we be sure of getting all the soldiers we need, especially in time of war?"

The result should be sharpened understanding of the alternatives coupled with rational student commitment to particular policies.

The period is completed with a homework essay assignment and a student evaluation of the unit so far, filled out in class (five minutes) on a separate sheet of paper. (Evaluation form is given in SWB Part II 1.)

ACTIVITIES

1. Collect charts.
2. Wrap-up discussion.
3. Essay assignment.
4. Student evaluation.

HOMEWORK

Students write an essay explaining and defending the means for national defense they favor. Three page limit. Due Day 8.

OTHER ACTIVITIES

1. Advocacy panel.
2. Fishbowl discussion.
3. Debate.

(see Appendix 1)

Part 111: ALTERNATE INDIVIDUAL RESPONSES TO MILITARY OBLIGATION

(Return students' charts for their future reference and study.)

Here all responses open to an individual are considered. It is important students realize that no particular response is being recommended, nor are the different responses being equated, especially in terms of consequences for the individual and society. You will, of course, want to have these alternatives well in mind, especially the descriptions given in the SWB Part 111.

Day 8: Alternate Individual Responses

Beginning the period with a short film, then opening the floor for discussion is recommended. "A Matter of Conscience" is suggested for use; however, several other films are also appropriate (see Appendix 1 -- 'Day 8').

Post-film discussion should focus on: 1) reasons why class members think the men in the film made the responses they did, and 2) building a list of responses open to the individual with examples of each (e.g., serving in the military -- volunteering to be drafted, enlisting). The list of responses may be completed if necessary on Day 9, after the quiz.

ACTIVITIES

1. Film shown.
2. Class discussion
   a. in regard to film
   b. the alternative individual responses.
3. Essays from Day 7 collected.
4. In preparation for tomorrow's quiz, go over the three glossaries in the Student Workbook (Parts 1 B, 11 B & 111 B) with students and make sure they can use the words in sentences. Have copies of Quiz #2 ready to pass out tomorrow.

Day 9: Alternate Individual Responses (Cont.)

You may wish to ask students to report in detail on the one alternative they answered questions about in last night's homework.

ACTIVITIES

1. Vocabulary quiz (Quiz #2).
2. Introduction to topic.
3. Listing and discussion of the alternatives.

HOMEWORK

Read the selections on "Why Men Should Refuse Military Service" (SWB Part III D 1) and answer the questions preceding the readings.

OTHER ACTIVITY

Discussion of Legitimacy of Individual Responses (see Appendix 1).

Day 10: Why Some Refuse to Serve

Here the class should be challenged to arrive at the best reasons against service. Assist the class in drawing out all reasons from the readings. Sources of reasons might be friends of students and student speculation.

Reasons arrived at should be saved by the teacher (for Day 11's discussion). If there is time, the teacher might want to conclude by listing reasons (drawn from the class) why men should serve.

ACTIVITIES

1. Elicit and discuss reasons against service.
2. Refine list of reasons.
3. List reasons for service.

HOMEWORK

None (if Day 10 is a Friday -- otherwise, readings from SWB Part 11 D 2 are appropriate -- see Day 11 homework).

Day 11: Why Men Should Serve

Reasons for service may be brought out through discussion, use of a film, or outside speaker(s). However it is done, the teacher should aim for a quick and hard-hitting presentation.

After reasons for service have been brought out and listed, reasons against service should be recalled and also listed. Then lead a brief exercise comparing and correlating the reasons.

The last ten minutes of this period are spent assigning roles for the skits to be enacted Day 13 (see SWB 111 F). (Students could be assigned the skit introduction and situation outlines as homework this evening and then volunteer for roles on Day 12.)

ACTIVITIES

1. (Film) (discussion) (speaker) makes case for service.
2. Reasons for service summarized, listed.
3. Reasons against listed again.
4. Comparison, correlation of reasons.
5. Skit assignments (for Day 13).

HOMEWORK

Read from SWB Part 111 D 2 selections on "Reasons Why Men Should Serve." Skit participants only -- read roles Part 111 F.

OTHER ACTIVITIES

(see Appendix 1)

Reminder

Have Charts on Individual Alternatives reproduced and ready to pass out tomorrow.

Day 12: Alternatives & Consequences

(Pass out Charts on Individual Alternatives.)

This period serves as a partial wrap-up of the third segment of the unit. Most of the period is devoted to discussion of the alternatives and their likely consequences. One way to proceed is to write the seven alternatives on the board with an example of each. Then, using the Chart (SWB Part 11 E) as a basis, initiate discussion. Student speculation about consequences for society of the various individual responses should be encouraged.

The remainder of this class might be devoted to preparation for the skits. Skit participants could work in their groups while other class members read or work on the charts passed out by you.

ACTIVITIES

1. Discussion: alternatives and consequences.
2. Skit preparation and other homework in class.

HOMEWORK

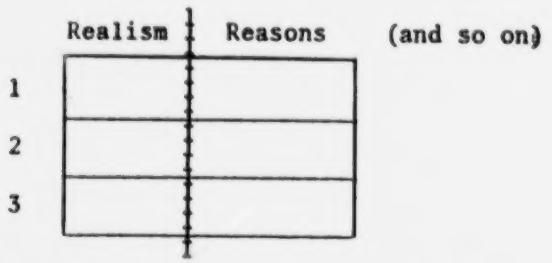
Read (from WB Part 111 F) appropriate skit sections. Complete Chart on Individual Alternatives.

Day 13: Skits on Alternate Responses

(Collect completed charts.)

Today centers around the three skits. Each skit is allowed ten minutes, but may finish sooner. Skits should be performed in numerical order. Immediately afterwards, a class vote should be conducted. Each skit is ranked first, second or third best on two criteria: Was it realistic?, and Did participants make good cases for their roles? The teacher should record votes on the board for each skit in turn, asking: "How many felt the first skit was best in terms of realism? Second best? Third?"

Skit #1



After voting is complete, overall totals can be obtained by multiplication of each first place vote by three points, second place votes by two, and third place by one.

After voting is completed (and while a student or two computes the overall totals), class members should be urged to comment on the skits. Just discovering why some students voted for one skit for first place while others did not could be instructive.

ACTIVITIES

1. Collect completed charts.
2. Skits.
3. Class vote & scoring.
4. Discussion.

HOMEWORK

None.

Note

Return students' charts tommorow for their future reference and study.

PART IV: INDIVIDUALS IN INTERACTION WITHIN THE SELECTIVE SERVICE SYSTEM

FACE TO FACE: LOCAL BOARD #39 (A Simulation)

[Day 14 continues after the following discussion of Objectives and Teacher's Role]

"Face to Face: Local Board #39" is a simulation of two registrants' personal appearances before a local draft board. The simulation requires five class periods. It is designed to involve every member of an average class (30-35 students) although only ten students have roles in the personal appearances.

OBJECTIVES

The goal of the simulation is to leave students with the following:

A. Increased knowledge of the Selective Service System and a crucial part of its functioning at the local level;

B. Increased understanding of some of the roles people play in the local functioning of Selective Service;

C. Increased knowledge and understanding of the reasons for a few Selective Service classifications and why some registrants seek and deserve them;

D. A better idea of how local board members can try to ascertain the qualifications of a particular registrant for a classification;

E. Tentative conclusions about the Selective Service System's functioning and the interaction of individual registrants with this System; and

F. An increased interest in finding out more about: the draft, responses to the draft (ethical, political, and personal), and their own individual responses to their military obligation.

TEACHER'S ROLE

Your role is that of leader of, but non-participant in, the simulation. You must be well prepared. Reading over all the role cards and SWB Part IV in its entirety will leave you able to answer questions and assist you in visualizing the flow of the simulation. You will also need to be certain the physical arrangements and props are in order.

You must select the role players. This should be done in advance and you might want to observe your class with this in mind in the first few weeks of teaching the overall unit.* Three common methods of selecting role players are: 1) matching students closely to their real life personalities; 2) reversing the role a student might normally play by assigning him a dissimilar or polar role; 3) random selection of role players. A mix of techniques, keeping in mind individual students' interests, abilities and assumptions is probably best.

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*Note: Appendix 3 of the Teacher's Guide is a role assignment sheet.

The teacher's job after role assignment is to initiate, loosely control, terminate and help students sum up the simulation. The normal course of play requires two days for role assignment and preparation, one day for the simulated personal appearances, and two days for debriefing. As "Face to Face" proceeds, note the crucial issues involved in the play and the most important factors in the local board's resolution of the two cases. This information will assist you in leading the debriefing segment of the simulation.

The debriefing is the most important part of the simulation because it is where the role playing and the issues involved are analyzed and new generalizations can eventually be drawn by students. Many of the questions which need to be answered by students during the debriefing are built into the roles; however, you should be prepared to prompt students as necessary. Further instructions are contained in the day-by-day descriptions which follow.

Day 14: Local Board #39: Introduction, Preparation

Divide room into 4-7 group areas prior to class arrival. (Wall signs could be used for this purpose.) The number of group areas varies with the number of special interest observer roles used; basic groups and the number of people in each are: the Local Board Members and their Executive Secretary (6), the registrants and their witnesses (4), members of the State Appeal Board (10), and the mass media (9+) and/or political groups (10+).

1. Assign students their roles and direct them to the appropriate group area as they enter the classroom.

2. Students read role materials in groups, starting with the scenario (SWB Part IV B) and going on to their own role card when most students have completed this task.

3. Introduce the simulation: briefly state the purposes of the exercise, review the week to come, go over the scenario, note that props can be used in the play and where these can be obtained (see section below), and answer general student questions.

4. Ask students to work on in their groups as follows:

   1) finish reading role card and scenario, if necessary;

   2) decide who should play which of the specific roles (only in the special interest observer groups); and

   3) introduce themselves to each other briefly.

HOMEWORK

Assign:

1. Reading of pages in Student Work Book referenced on Role Cards.

2. Preparation by local board members of two questions each they want to ask of 3-A and 1-O claimants (see SWB Part IV F).

3. Other preparation as appropriate (e.g., KTLV-TV personnel find out from Audio-Visual Department if videotape recorder can be used by them on third or fourth day of simulation).

Day 15: Final Preparation

This day is spent in making certain all simulation participants and especially the role players are prepared. The teacher should again assemble students in their groups and meet with each group to brief its members. Students should be reminded that role playing begins promptly at the start of the next class period.

Props

The role players may be aided in "getting into" their roles by the presence of some props. The following are suggested as a minimum: white shirts and ties for all men on the Board; grey wig or hair powder for Henry Aldwon; women role players and the registrants might want to dress up also.

In addition, you should impart the following information to the groups as specified below:

A. Local Board #39: Members and Executive Secretary

Make certain that these six players introduce themselves to each other. Review the local board procedure (SWB Part IV D) with them. Be sure Becky Better and Ed Fair understand that they are the leaders of the board; both should try to keep the cases within the suggested time limits. Fair can call for a vote to end board discussion, if necessary; Becky can fidget to catch his attention if he loses track of time.

Board members should understand that Selective Service law requires that reasons be given for denial of a classification requested by a registrant. These reasons should be announced at the same time their decision is given.

B. Local Board #39: Registrants & Witnesses

Here you need to make sure the players understand their roles. Each player's role suggests he read from the Student Work Book for further information. Briefly review the personal appearance procedure, noting that Earl Jones will be first on with Joe Scott following.

The witnesses, Dr. Herman Ehrman and Rev. E. M. Forest, should confer with Earl Jones and Joe Scott, respectively. They should be familiar with registrants' cases, and the registrant needs to know what his witness plans to tell the board on his behalf.

C. State Appeal Board: Members

Make certain these students know they have a dual role: as observers and understudies to the main simulation role players. These ten players need to be familiar with both roles and the teacher should see that they understand the purpose of understudies.

Go over the next few days' procedure, noting that State Appeal Board members will lead the debriefing beginning on the fourth day. Students should use their worksheets to enable a crisp, pointed presentation.

D. Media Observers

Although four different outlets are represented, each of the media observers has essentially the same role: illuminating the events of

the personal appearances, each from his own perspective. Media observers should be aided by the teacher in understanding their respective roles and the time limits set; you may have to help explain the political viewpoints involved and refer students to outside materials which could serve as examples.

Debriefing procedure should be explained as it pertains, and teacher should note that special arrangments will be necessary to reproduce articles or utilize videotape equipment.

E. Political Observers

Each of these two groups needs to choose a spokesman to make the majority of its comments in the debriefing. The groups could wait to choose a leader or do so immediately. Review these groups' roles in the debriefing and note that their reports will be made on the fourth day.

These students need to understand the political and philosophical positions they represent, and the teacher may have to help with this. References to exemplary materials might be useful.

Day 16: Local Board #39: Personal Appearances*

Prior to class arrival, room is arranged for the appearances. At the front are two tables, with papers or file folders on them. Draft board members and Becky Better will sit around the tables, and a chair for the registrant should be placed in front. In the rest of the classroom, desks are arranged for the various groups of observers to sit together. Registrants and witnesses will remain outside the classroom until called to appear before the board, thus chairs in the hallway or other arrangements need to be made.

As soon as the students are present, ask Edward Fair to take charge of the draft board. (Replace any absentees with their understudies.)

The teacher will need to end the simulation enough before the period is over to allow time to remind the observers that they should be ready to report the next day. (If the media observers are used, the teacher may want to assist students in arranging to ditto their stories.)

HOMEWORK

Observers prepare to report.

*Refer to SWB 1V D for a detailed description of procedure.

Day 17: Observers' Reports

Review for the class the order of the debriefing which is to occupy the next several days. (The order of debriefing is given in SWB 1V D 2.) Note the purpose of debriefing, which is to sum up from differing perspectives. Summing up should help students reach tentative conclusions about the simulation and about real life.

The room is set up so that there is seating in the front for ten students. Each group moves to the front of the room to make its comments. Your role in the observer commentary segment is to keep things moving and to keep observations focused.

HOMEWORK

Assign students a re-reading of their essays (from first week of unit) and a rewrite to bolster, substantiate, or modify their original opinions. The least he should do is list facts that help support his original essay in its conclusion. The new essay is due the final day of this unit (Day 19).

Day 18: Simulation Debriefing

Class discussion needs to be both open-ended and specifically focused. To begin, you probably only need to ask, "Well, what do you think about all this?". As the discussion starts moving, you can focus it with specific questions. The point of the discussion is to assist class members in reaching their own tentative conclusions. Thus, questions should be aimed both at clarifying student views and at challenging or helping students challenge each other's views.

Achievement of the goals outlined in the simulation introduction, coupled with student awareness that they are not now experts on the draft, would indicate successful use of the simulation.

Sample questions:

1. How do you feel about Selective Service providing special classifications for a) conscientious objectors to war; b) registrants whose induction would result in extreme hardship to their dependent(s); c) _____?

2. Do you think most local draft boards use proper criteria in deciding what classification a registrant should receive, or do you think other factors such as personality unduly influence their decisions?

3. Would you continue the use of local draft boards as the basic decision-making body of the Selective Service System or do you favor a different approach? If so, what? Did you feel this way before the simulation? If you feel differently now, what factors influenced your view?

4. What do you understand as some of the major ethical/moral reasons why some persons believe they a) should not participate in the armed forces; b) should render military service to their country?

5. What seem to be the main political arguments for and against: a) Selective Service; b) local draft boards determining who should serve; c) the use of U.S. armed forces abroad? (Reminding the class of some of the points raised by the political observers, if they were used, may be helpful at this point.)

Inform the class of the differences (described below) between how the Selective Service really functions and how it was presented in the simulation. Explain that the simulation was different in order to illustrate, given a limited amount of time and resources, how part of the draft system works. You might mention also that simulations are normally designed to produce a "reality" to allow participants to understand more about something by experiencing it, yet without having to bear the consequences in real life.

The Simulation vs. Real Life

There are two major differences between the draft board portrayed in the simulation and how the Selective Service System actually works. The first difference concerns the local board itself. Local Board #39 is based on reality: local boards do hold personal appearances; board members possess a wide range of personalities and beliefs and some are very old; and the board's executive secretary (or a clerk) usually is present at personal appearances and she usually prepares the cases for board decision.

Other aspects of the simulation diverge from practice:

1. Local boards do not usually allow outside observers. This is both because the registrant has a right to have information he provides the board remain confidential (at least as to the general public), and because the presence of observers would often hamper the board, especially in its closed discussions. Also, if observers were permitted, no local board would allow as many as does the simulation.

2. Local boards rarely notify the registrant in person of their decision regarding his classification; the normal practice is to notify by mail.

3. There are other differences, most of which are apparent to the thoughtful observer. For example, most local board members would be much more familiar with Selective Service regulations than the role players could possibly be, given little time and information.

The second large difference concerns the State Appeal Board. Here reality was distorted to a good degree for the purposes of the simulation. The reality: State Appeal Board members do not observe local board proceedings; their decision is based on information in a registrant's file and upon seeing the registrant, if he requests an appearance before them. The State Appeal Board has five members rather than ten; the latter number was used here to provide understudies for each of the main characters.

To imagine an actual series of personal appearances before a local board in your mind's eye, remove all observers, make the decisions of the board into real ones in the lives of the registrants, and see the board members as less hesitant, more comfortable in their roles.

Further information for the interested student can be found in: Little Groups of Neighbors, Guide to the Draft, and Face to Face with Your Draft Board (see Bibliography for citations).

Remind students that resources are available for further study of any aspect of the draft that interests them. (See the SWB Bibliography for examples.)

Note

Remind the class to review for the unit exam to be given next class period.

Day 19: Unit Wrap-up

Two activities are slated for today: administration of the exam (see Appendix 2) and collection of revised essays. If time remains, you might wish to conduct a brief discussion centering on what individuals added to their essays.

ACTIVITIES

1. Essays collected.

2. Exam administered and returned to teacher for correction (30 minutes).

3. Discussion.

Day 20: Optional Discussion

This day is included to provide some slack in a taut unit. If Day 20 is not used up before the end of the unit, it might well be used for discussion. Items which could be discussed:

1. Essays as modified;
2. Exam (whether teacher has finished corrections or not); or
3. Any subjects on students' minds.

APPENDIX

TO

TEACHER'S GUIDE

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OTHER ACTIVITIES

Sketched out below are activities the teacher may wish to use as substitutes for or additions to the regular unit activities. The activities below are presented in order of potential use.

Day 7: Alternate Means: Which is Best?

Three other methods might be employed for this day:

1. Advocacy Panel. Assign two students to advocate and defend each of the five alternate means. The ten students sit in a panel and have five minutes to present each alternative. Cross-questions by panelists and questions from the class are encouraged.

2. Fish-Bowl Discussion. Place five chairs in the center of the room. Each chair is designated for the representative of one of the five alternatives. A student is assigned to each chair to start the discussion; he presents arguments for the alternative. Other chaired students may attack him or defend their own alternative. Students from the rest of the class may replace a student on a chair and can participate only when so seated.

Keep track of the arguments made and not made. Halt the fish-bowl after twenty minutes or so and begin a general class discussion by listing arguments that were not satisfactorily completed and other missing points.

3. Debate on Universal National Service (recommended only for students familiar with debate). The debate focuses on arguments for and against U.N.S. and through these attempts to illuminate the other alternatives. This was the National High School Debate topic for 1968, and your library may have helpful materials. Debaters need to be well prepared and should be chosen one week in advance.

Days 8-13: Alternate Individual Responses

During this segment of the unit, numerous other activities could be appropriately used. A number of outside resources might be utilized, such as speakers, tapes, and films.

Day 9: Alternate Individual Responses

Discussion of legitimacy of the individual responses. After the quiz, begin the day by compiling a list of the alternative individual responses; the class would then survey these and make judgments as to which of these are legitimate from individual and societal viewpoints. Criteria for ascertaining legitimacy could include the following:

1. Is the alternative defensible -- logically, morally?

2. Is it responsible to: the individual, his associates, the larger society?

3. Is it well-motivated -- what motives are most acceptable?

Day 10: Why Some Refuse to Serve

Film or outside speaker(s) presents arguments against service, especially military service. (Reputable peace groups might supply speakers and/or films.)

Day 11: Why Men Should Serve

Film or outside speaker presents arguments for service.* (U.S. Armed Forces or veterans groups might supply films or speakers.) Day 11 may also be conducted using only class discussion; the teacher should play a provocative role to achieve focus and a fast pace.

Note Well

Outside films or tapes should be previewed and evaluated in terms of accuracy and responsibility prior to classroom use. Teacher also should be prepared to conduct post-film discussion to ensure balance; the unit should not appear to advocate any particular response.

Some form of pre-evaluation for accuracy and responsibility is suggested for outside speakers; also, the speaker should be made aware of the teacher's expectations.

The most important criterion in deciding to use a speaker or film is whether it will address the issue (in this case, why should men accept or refuse service, military or civilian?).

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*Recommended: "Heritage and the Soldier," 16mm, color, 19 minutes. (Sixth U.S. Army, Audio-Visual Support Center, Bldg. 603, Presidio of San Francisco, Calif. 94129; phone: 466-3285.) This film summarizes important themes in America's heritage, such as freedom, equality, education and religion, linking each to the daily work of servicemen. It strongly suggests that, in spite of some remaining problems, America is well worth fighting for.

Appendix 2

TESTS AND TEST ANSWERS

TESTS

- Pre-Test
- Quiz #1
- Quiz #2
- Final Exam

ANSWERS

- For Pre-Test
- For Quiz #1
- For Worksheet on Filmstrip
- For Quiz #2
- For Final Exam

Military Obligation and the Individual

Date_____

Name_____

PRE-TEST

Class_____

Read each section and answer the questions according to the instructions given.

Section A

Check the correct answers. Read the list below, then place an "X" in the blank to the left of each which is a legal alternative way of satisfying a man's military obligation.

_____ 1. Emigrate to Canada.

_____ 2. Appeal one's Selective Service classification.

_____ 3. Be recognized as a Conscientious Objector to war and perform alternate service.

_____ 4. Enlist and perform military service.

_____ 5. Refuse to be inducted.

_____ 6. Get a deferment.

_____ 7. Dodge the draft.

Section B

True-False. If the statement is true, write 'True' in the blank to its left. If it is false, write 'False' in the blank.

_____ 1. Every eligible man has a 6 year military obligation.

_____ 2. A man may only be inducted in to the armed forces after he has received a physical and mental examination and has had the opportunity to appeal his classification.

_____ 3. Some form of a national draft has been used in all wars in which the U.S. has fought.

_____ 4. Only a few countries in the world, including the U.S., have required military service (conscription, a draft).

_____ 5. It was once possible to hire a substitute for the draft.

_____ 6. The maximum penalty for a violation of the draft law is 3 years in prison and a $5,000 fine.

_____ 7. Draft counselors are available to assist you at every Selective Service (local draft board) office.

_____ 8. Women may not serve on draft boards.

_____ 9. Every male U.S. citizen must register with his local draft board within 5 days of reaching age 18.

_____ 10. Your local draft board has the final authority over how you are classified and whether you will be drafted.

_____ 11. The draft "lottery" is a system of random selection which determines the order in which those eligible to be drafted are called for induction into the service.

_____ 12. A draft lottery drawing is held every two years.

_____ 13. To be recognized as a Conscientious Objector, one must belong to a church or other religious organization.

_____ 14. If a man goes to Canada to avoid the draft, he usually can return to the U.S. after 5 years without a penalty.

_____ 15. Most Selective Service classifications are permanent and may not be changed.

_____ 16. Parental consent is required for a 20-year-old girl to join the military.

_____ 17. A higher percentage of draftees sees combat action than do men who enlist in the armed forces.

_____ 18. Men who enlist in the Air Force earn a higher salary than do men who join the Army.

Section C

Fill in the blanks. Complete the sentences below.

1. Two methods of raising armed forces different from the present draft system are _____ and _____ _____.

2. One method of raising armed forces would abolish use of the draft. It is called the _____.

Military Obligation and the Individual

Date _____

Name _____

Class _____

QUIZ #1: Selective Service System & Conscription in the U.S.

Read the questions in each section below and answer them carefully.

Section A: Classifications

Matching. Ten Selective Service classifications are listed in the box below. Under the box are ten phrases with a number before each phrase. Place the number of the phrase that best describes each classification in the blank in front of that classification.

_____ 1-H	_____ 1-A-O	_____ 1-C	_____ 2-A
_____ 1-A	_____ 4-F	_____ 1-D	
_____ 1-O	_____ 3-A	_____ 4-G	

1. Eligible for military service.
2. Hardship or fatherhood deferment.
3. Member of the armed forces.
4. Occupational deferment.
5. Surviving son/peace time deferment.
6. C.O. eligible for non-combatant military service.
7. Holding category/not currently subject to processing for induction.
8. Not eligible for any service.
9. Member of a military reserve component.
10. C.O. not required to serve in the military.

Section B: Selective Service Procedure and History

Fill in the blanks. Complete each sentence below by placing the correct answer in the blank provided.

1. Conscription for military service was first used by the U.S. government in _____.

2. Local draft boards were first used in _____.

(Cont.)

3. Under normal circumstances, a registrant will not be drafted until the calendar year following the year in which he reaches age _____.

4. One has _____ days from the date on his classification notice (card) to request a personal appearance or appeal.

5. After a registrant makes a personal appearance before his local board, the next step in appealing his classification is appeal to the _____.

Military Obligation and the Individual

Date _____

Name _____

Class _____

QUIZ #2: Vocabulary

Match each of the terms in the box below with the phrase (from those below the box) which best defines it. Place the letter of the phrase in the blank before the term it defines.

___ classification	___ compulsory	___ emigrant
___ exemption	___ tax in kind	___ resister
___ deferment	___ procurement	___ draft-dodger
___ conscription	___ non-violent	___ deserter
___ induction	___ deterrent	___ conscientious objector
	___ mercenary	

A. A registrant who openly refuses to cooperate with Selective Service.

B. Forced or required without regard to individual's desires.

C. A soldier who illegally leaves the military and does not intend to return.

D. A classification which excuses a registrant from service.

E. Requiring services from individuals to meet a social need rather than raising money to hire services.

F. A classification which postpones a registrant's military oblitation.

G. A soldier who serves primarily for the pay rather than the cause.

H. The formality by which a civilian is taken into the military.

I. One who goes to a new country with the intention of staying there permanently.

J. The forced enrollment (registration) of man by a society, especially for military service.

K. A registrant who tries to avoid service by using illegal means.

L. Techniques which do not use deadly force.

M. One who holds sincere moral, ethical, or religious beliefs against war.

N. A thing or means, fear of which keeps an opponent from attacking its user.

(Cont.)

O. Obtaining or raising a commodity (manpower, for example).

P. A category into which Selective Service places the registrants who meet its qualifications.

Military Obligation and the Individual

Date _____

EXAMINATION

Name _____

Class _____

Answer the questions in each section below. Read the instructions carefully.

Section A: Selective Service System and Conscription in the U.S.

Fill in the blanks. Read each question and place the correct answers in the spaces provided.

1. What are the two levels or steps of the appeal procedure available to a registrant who is dissatisfied with an initial classification given him by his local draft board?

_____

_____

2. What further level of appeal is open to some registrants?

_____

3. What is the maximum penalty for a violation of the Selective Service law (e.g., refusing to be drafted)? _____years in prison and _____fine.

4. When must a man register for the draft? Within _____days before or after his _____birthday.

5. The first national draft law was enacted in the _____.

6. Local draft boards were first used in _____.

7. The minimum age for service on a local draft board is _____.

(Cont.)

Section B: Alternate Means of Providing for the National Defense

Complete the chart below. The five alternate means of providing for the national defense studied in this unit are listed in the left-hand column of the chart. In the middle column write in one good argument for the use of this alternative; in the right-hand column place one argument against the alternative.

ALTERNATIVES	ONE GOOD ARGUMENT FOR	ONE GOOD ARGUMENT AGAINST
All-volunteer armed forces		
Universal military training		
A further reformed draft		
Universal national service		
Civilian national defense		

(Cont.)

Section C: Individual Alternate Responses to Military Obligation

Complete the chart. One of the seven alternate individual responses is filled in below. Add the other six alternatives you have studied and give an example of an action required to take each alternative. Place the alternatives in the left-hand column and the examples to the right.

INDIVIDUAL ALTERNATIVES	EXAMPLES
1. Gambling on the draft lottery	Registrant waits, hopes to get high lottery number.
2.	
3.	
4.	
5.	
6.	
7.	

(Cont.)

Section C (Cont.)

Fill in the blanks.

Which two alternatives listed above involve actions which are illegal under the draft law?

1. _____

2. _____

ANSWERS TO PRE-TEST (Possible points = 23)

Section A

The correct answers are: ___1, ___2, _X_3, _X_4, ___5, ___6, ___7.

Explanation: Numbers 1, 2 and 6 are legal but do not satisfy one's military obligation. Appealing a classification is only a request that the classification be changed. Holding a deferment merely postpones one's obligation to serve. Leaving the country obviously does not fulfill one's obligation. Numbers 5 & 7 are illegal and do not satisfy one's military obligation.

Section B

True-False answers:

1. True, under the Military Selective Service Act.
2. True.
3. False -- no national draft used in Spanish American, nor in War of 1812.
4. False -- most countries do.
5. True -- the Civil War draft in the North being one good example.
6. False -- it is 5 years and $10,000.
7. False -- Selective Service makes no pretense here -- a registrant may see an advisor to registrants, however, by appointment.
8. False -- they have been eligible to serve since Military Selective Service Act of 1967 in force (July 1, 1967).
9. False -- he has from 30 days before to 30 days after his 18th birthday within which to register.
10. False -- the "State" Appeal Board, and occasionally the National Appeal Board, have final say in this regard.
11. True.
12. False -- once each year.
13. False -- one must only have a sincere moral, ethical or religious belief which imposes a duty of conscience to refrain from participation in war.
14. False in most cases.
15. False -- they are subject to change any time facts warrant a change. Some are relatively permanent; a few are permanent (4-W, 4-F, etc.).
16. True -- parental consent required to age 21.
17. True -- many men enlist to avoid combat and draftees usually get the least complex training (combat infantrymen because they spend less time on active duty than most enlistees.)
18. False -- salary levels are the same for all services.

(Cont.)

Section C

Fill in the blanks answers:

1. Any two from: a) all volunteer armed forces (volunteer army); b) universal military training; c) universal national service; d) further reformed draft.

2. Volunteer army (all volunteer armed forces).

ANSWERS TO QUIZ #1 (Possible points = 15)

Section A: Classifications

7 1-H	6 1-A-O	3 1-C	4 2-A
1 1-A	8 4-F	9 1-D	
10 1-O	2 3-A	5 4-G	

Section B: Selective Service Procedure and History

1. The Civil War of 1863.
2. World War 1 or 1917.
3. 19.
4. 15.
5. State Appeal Board.

ANSWERS TO WORKSHEET FOR "DRAFT DEBATE" FILMSTRIP (Part 11)

1. Lincoln.

2. By obtaining a substitute or paying the government $ 300.

3. Yes.

4. No -- also in Civil War, World Wars 1 & 11, Korea.

5. No -- it is a civilian agency under the Office of the President of the U.S.

6. Department of Defense.

7. To provide for local knowledge and conditions being taken into account in the decision of who should be drafted; also to avoid the hostility encountered in the Civil War by more remote federal draft officials.

8. To make the decision as to who would be drafted less a matter of human discretion and possible discrimination.

9. Soviet Union, Israel, China.

10. Israel, China.

11. U.S. Army.

12. One who enlists to avoid being drafted.

13. Not especially. Less manpower has been raised than desired.

14. Any two from: all-volunteer armed forces, universal military training, universal national service, further reformed draft.

ANSWERS TO QUIZ #2: Vocabulary (Possible points = 16)

1. P classification
2. D exemption
3. F deferment
4. J conscription
5. H induction
6. B compulsory
7. E tax in kind
8. O procurement
9. L non-violent
10. N deterrent
11. G mercenary
12. I emigrant
13. A resister
14. K draft-dodger
15. C deserter
16. M conscientious objector

ANSWERS TO EXAM (Possible points = 34)

Section A

1. Personal appearance before local board.
   Appeal to State Appeal Board (personal appearance optional).
2. Appeal to National (or Presidential) Appeal Board (personal appearances optional).
3. $5 - $10,000.
4. 30 - 18th
5. Civil War.
6. 1917 or World War 1.
7. 18.

Note

As it would be unrealistic to provide all possible answers to Section B and to the examples part of Section C, only one answer is listed for each part of these Sections. Teacher shoul use own knowledge and judgment in correcting. Remember in Section B that good arguments can be made both from an individual and a societal perspective.

Section B (10 points)

	arg. for	arg. against
all-volunteer army	only those who want to must serve	would be an army of the poor and non-white
universal military training	all men would be trained and would constitute a huge reserve in case of war	U.S. does not need this many trained soldiers
reformed draft	fairest because all young men would have to face lottery and the chance of service	any selective draft system is unfair to those who are forced to go
universal national service	very fair, all serve and men get choice of military or civilian service	forcing everyone to serve is less equitable than only those the military really needs
civilian national defense	might help end reliance on military (including nuclear weapons) for national defense	has no proved ability to provide for national defense

(Cont.)

Section C (14 points)

Alternatives	Examples
2. deferment or exemption	4-F
3. recognition as a C.O.	registrant gets 1-O classification
4. resistance/non-cooperation	refuses induction
5. draft-dodging	provides false evidence; gets 4-F
6. military service	enlists in Marines
7. emigration	registrant goes to Canada to stay

Fill in the blanks

1. Draft-dodging.
2. Resistance/non-cooperation.

CHARTS

CHART ON ALTERNATE MEANS OF NATIONAL DEFENSE

CHART ON ALTERNATE INDIVIDUAL RESPONSES TO MILITARY OBLIGATION

ALTERNATE MEANS OF NATIONAL DEFENSE

CRITERIA	ALTERNATIVES: REFORMED DRAFT SYSTEM	VOLUNTEER ARMED FORCES	UNIVERSAL NATIONAL SERVICE	UNIVERSAL MILITARY TRAINING	CIVILIAN NATIONAL DEFENSE	
FACTUAL						
who must serve?						
length of service						
choice of service						
SPECULATIVE OR VALUE QUESTIONS						
fairness to individuals						
cost efficiency						
feasibility						
meets what societal needs						
legitimate method						
assumes individuals willing to serve?						
makes what assumption about the number of persons required						
flexibility						

ALTERNATE INDIVIDUAL RESPONSES TO MILITARY OBLIGATION

	ALTERNATE RESPONSES					
QUESTIONS FOR COMPARISON	MILITARY SERVICE	DRAFT DODGING	CONSCIENTIOUS OBJECTION	EMIGRATION	NON-COOPERATION	
How do you do it?						
Does it fulfill military obligation?						
Is it legal? If not, why illegal? What penalties						
What other negative consequences likely?						
What benefits does this alternative offer?						
What are main reasons people choose this alternative?						
What are main arguments against choosing this alternative response?						
What are likely consequences for society?						

Face to Face: Local Board #39

ROLE ASSIGNMENT SHEET

Student Name	Role	Receives the Following Role Card
Local Board #39		
_____	as Becky Better Draft Board Clerk	(1) Gold Cards
_____	as Edward Fair Draft Board Chairman	(2) Gold Cards
_____	as Bob Smith Draft Board Member	(3) Gold Cards
_____	as Stella Morton Draft Board Member	(4) Gold Cards
_____	as Henry Aldwon Draft Board Member	(5) Gold Cards
_____	as Stan Newman Draft Board Member	(6) Gold Cards
Registrants		
_____	as Earl Jones applicant for hardship deferment	(7) Blue Cards
_____	as Joe Scott applicant for C.O. status	(8) Blue Cards
Witnesses		
_____	as Herman Ehrman, MD, witness for Earl Jones	(9) Blue Cards
_____	as Rev. E.M. Forest, witness for Joe Scott	(10) Blue Cards

(Cont.)

Role Ass't. Sheet (Cont.)

(name)	(role)	(receives)
State Appeal Board		All State Appeal Board Members receive Role Card A & (pink)
_____	as State Appeal Board Member #1 (Becky Better's understudy)	(1) Gold Cards
_____	as S.A.B. Member #2 (Ed Fair's understudy)	(2) Gold Cards
_____	as S.A.B. Member #3 (Bob Smith's understudy)	(3) Gold Cards
_____	as S.A.B. Member #4 (Stella Morton's understudy)	(4) Gold Cards
_____	as S.A.B. Member #5 (Henry Aldwon's understudy)	(5) Gold Cards
_____	as S.A.B. Member #6 (Stan Newman's understudy)	(6) Gold Cards
_____	as S.A.B. Member #7 (Earl Jones' understudy)	(7) Blue Cards
_____	as S.A.B. Member #8 (Joe Scott's understudy)	(8) Blue Cards
_____	as S.A.B. Member #9 (Herman Ehrman's understudy)	(9) Blue Cards
_____	as S.A.B. Member #10 (Rev. Forest's understudy)	(10) Blue Cards
Media*		
_____	as Linda Vista Times Reporter	(B) Orange Cards
_____	as Linda Vista Times Columnist	(B) Orange Cards
_____	as KTLV Cameraman	(C) Orange Cards
_____	as KTLV Reporter	(C) Orange Cards
_____	as KTLV Anchorman	(C) Orange Cards
_____	as Ragweed Reporter	(D) Orange Cards
_____	as his Friend	(D) Orange Cards
_____	as Sentinel Reporters	(E) Orange Cards
_____	Members, "Young Americans Forever"	(E) Orange Cards

(Cont.)

*Special interest observers should be allowed to decide among themselves who will play any specified role(s).

Role Ass't Sheet (Cont.)

(name)	(role)	(receives)
Political Observers*		
_____	Members, "Veterans of Other Wars"	all receive (F)
_____		
_____		
_____		
_____		
_____	Members, "Veterans for Peace and Liberation"	all receive (G)
_____		
_____		
_____		
_____		

yellow cards

*see note previous page.

Appendix 5

ROLE CARDS

FACE TO FACE: LOCAL BOARD #39

ROLE: DRAFT BOARD EXECUTIVE SECRETARY (BECKY BETTER)

You started work at Local Board #39 in January 1950 as a clerk. You were thirty then and had been working as a sales clerk for the past 12 years. It was obvious that you would not be promoted at the store and, while your job was pleasant enough, it held no challenge. When you heard about the draft board job you applied in spite of a cut in pay.

Your first three years with Selective Service were busy and satisfying. The Korean War put a strain on the system at first, but soon things went smoothly. Between the end of the Korean War and the build-up in Vietnam was an enjoyable time at Local Board #39. You were eager to learn and do a good job. You became the unofficial head clerk in 1956.

You were not given the title or salary of head clerk until 1965 because there was only enough work for one clerk and Selective Service could save money by not promoting you (you understood -- the thriftiness of S.S. had always impressed you and made you proud). In any case, you didn't really need more money; you were supporting just yourself and your invalid mother. Since you both lived in your mother's home, the only money you really needed was for taxes, food and a little medicine. Your mother died in 1967, and now the house seems a little large. It seems unlikely that you'll marry this late in life, so you'll just go on coping with the big house as you've done over the last few years.

In a way, it's been a blessing that your workload has steadily increased; it's the only good thing that has come out of the war. You don't like this war and never have, but it's a matter of duty to your country if you're fit to do it, just as it is for the boys whose files you handle.

And this saddens you a good deal about today's young men; many of them are not accepting their duty to their country. This bothers you because you like young people but wish more would take pride in making this sacrifice for their country.

The local board relies heavily on you for information and advice on what to do in particular cases, so you are concerned that

you are fair and correct. You are well versed on Selective Service law and procedure, which is partially why the board depends on you so.

Tonight your role is to introduce each of the two registrants to the board and vice-versa, briefing the board on each case before you bring in the registrant. You'll need to take notes during this meeting for future reference.

You may be asked questions by the board during the personal appearances. Also, you may want to interject helpful comments, especially when the board and the registrant don't seem to be communicating.

See page 68 of the workbook. You will read the case summaries to the board before bringing in each of the three registrants who are appearing; also, you should remind the board members to review the appropriate letter prior to each case. After bringing in each registrant, you will introduce him to the board, then ask him to be seated; Mr. Fair will proceed from there.

Note: You should review pages 64 - 78 of the workbook in order to be thoroughly familiar with draft law and procedure concerning the registrants personally appearing before the board.

FACE TO FACE: LOCAL BOARD #39

ROLE: LOCAL BOARD MEMBER (EDWARD FAIR, CHAIRMAN)

You are 57 years old, married with two daughters, a lawyer, and Chairman of Local Board #39. You've been a member since 1958; in 1962 the other members voted you the chair, primarily because you are a reasonable and moderate man.

Your legal career has made you moderately prosperous and respected in your field, probate law. You are a member of the American Bar Association Special Commission on Probate Law. You're active in the community as well and belong to Rotary, Kiwanis, the Chamber of Commerce, and, of course, your church.

Your approach to life is one of balanced realism; you can usually see both sides of an issue and don't jump to conclusions. You can understand why some people protest the draft and the war in Vietnam. You feel a draft system is necessary and believe a system which tries to take individual situations into account is good. You see your service on the board as a duty which should be done fairly and conscientiously. You regret that wars occur, but recognize that if other countries have weapons and armies, ours must also.

You performed your service in World War II with much the same attitude; you fought in the South Pacific with the Army and ended the war as a Colonel. You belonged briefly to the Veterans of Foreign Wars, but left it when you found the other members weren't going to cease rehashing old battles and their roles.

As Chairman, you are leader and moderator of Local Board #39. You do not dominate the board, but try to keep the discussion moving, making sure each member has a chance to speak his or her mind. You're aware of conflicts between some members and you tend to manage their clashes by getting discussion back onto issues at hand.

You are satisfied with other board members, although Henry Aldwon doesn't hear all that is said. You are pleased that Stella Morton has found a way to express her interest and to assist the Board simultaneously; she is the expert on hardship deferments and you call on her to take the lead whenever her subject comes up.

Because you are chairman, and because you know more about Selective Service than the other board members (even Becky, though you

act as if she were expert), you usually take the lead in conscientious objector cases. You've read Joe Scott's file carefully and find Rev. Forest's letter a useful summary of Joe's case. You have given other board members copies of questions local board members sometimes ask C.O.'s, and you are hopeful that these will help the other members to a deeper understanding of what a C.O. is.

It is because you feel most qualified to understand conscientious objector claimants that you take the lead when one makes a personal appearance. You feel careful questioning is required to decide if a young man is qualified to receive this very special status conferred by the law.

Note: You may wish to review some elements of Selective Service law and procedure before the personal appearances. If so, you should read pages in the workbook; pay special attention to pages 64-78.

FACE TO FACE: LOCAL BOARD #39

ROLE: LOCAL BOARD MEMBER (ROBERT SMITH)

At 45 you are the senior vice-president of the Linda Vista Savings and Loan Association. You are a very important man in local business circles, due to your acute business sense.

You are married but have no children; you've put your life into your work, so perhaps it's just as well. You have wondered how your kids would have turned out; you're certain they wouldn't be as spoiled as most young people. You try to help kids realize that Selective Service and the armed forces won't give in to them as their parents have done. Mrs. Morton and Stan Newman aren't as strict as you are, but Henry Aldwon, whom you admire, helps you keep the right tone, especially at personal appearances.

You have never been in the service; you were too young for World War II and too old for Vietnam. You had an occupational deferment in the first year of the Korean War and were 26 after that. You sometimes wish you had been in the military, but the fact that you weren't doesn't make you doubt that the service is a good thing for young men. You've seen the difference it made in many bright but undisciplined boys.

Serving on the board (you've been a member since 1963) is enjoyable for you. You know the job is important and you like most of the other members. Newman is too liberal for you sometimes, and Mrs. Morton lets her feelings rule her too often, but they both believe in the draft.

There is one case tonight that concerns you. You know of Earl Jones' mother and believe speculations you've heard that she isn't as unbalanced as she seems. Rumor has it that she'd probably snap out of it if her son were drafted and that this would be good for both of them. You intend to pursue this line of thought this evening.

FACE TO FACE: LOCAL BOARD #39

ROLE: LOCAL BOARD MEMBER (STELLA MORTON)

Because you are a woman you are often treated as the junior member of Local Board #39. In fact, at 47, you are older than either Bob Smith or Stan Newman; also, you have served longer (1-1/2 years) than Stan.

You have mixed emotions about serving on the local draft board: on one hand, you know the draft, or an equivalent, is necessary to defend this country; however, you also feel some people should not be drafted, even if they are technically eligible.

You are the first woman to serve on Local Board #39, and this fact gives you some latitude in shaping your role. You prefer currently to react as seems appropriate; thus, the other board members see you as a person sometimes ruled by her intellect and sometimes by her emotions.

As local librarian, you are responsible for the whereabouts of 37,000 books and the welfare of 15 employees. You have lived in Linda Vista for 15 years and your husband, who owns a real estate agency, has lived here since 1950. You met him at State College when he was doing graduate work in business administration and you were finishing your degree as a librarian. You have no children, but like young people very much.

You have been active in civic affairs in Linda Vista, and you suspect the fact you had served as chairman of the Civic Improvement Association was important in your being asked to serve on Local Board #39. You felt honored and readily accepted the position. Now you would hesitate before accepting, but you probably would still agree to serve as you feel your input is essential: you are the person who cares most deeply about the individuals behind the cases which come before the board.

Partially due to your concern for individual young men, you have become Local Board #39's expert on hardship deferment cases. You usually lead the discussion in such matters and try to bring out the nuances as well as the broad facts of such cases. You have read Earl Jones' case carefully and, as you occasionally do, have glanced through relevant Selective Service regulations before the meeting.

It seems to you the only real question in this case is whether Earl's mother is as dependent on his presence as she says she is. You are prepared to believe she is. After Miss Better summarizes the Jones' case and Ed Fair makes introductory comments, you will lead the personal appearance.

Note: For further information on 3-A hardship deferments you should read pages 73 - 74 in the workbook.

FACE TO FACE: LOCAL BOARD #39

ROLE: DRAFT BOARD MEMBER (HENRY ALDWON)

At 63, you are the oldest member of Local Board #39. You have served nearly 20 years. You were in the Army in World War II and saw action in the European theater first as an enlisted man, then as an officer.

When you returned home in 1946, you resumed your profession as a Certified Public Accountant. You have always felt that work was important and that keeping busy and doing well were essential.

You have established the reputation of an active, no-nonsense man. You are finding increasing difficulty in understanding today's youth. It seems that no one is interested in hard work any longer: they want fringe benefits, early retirement, the four-day week, and plenty of "recreation." Many people don't understand that this world is a tough, often mean, unhappy place where a bit of happiness must be hard fought for.

It is hard to know who to worry most about in this regard, kids or men Stanley Newman's age. You sometimes feel that the kids (the hope of the future) will never have a chance because men like Newman are or will be the country's leaders. Such men can't help the kids understand how the world really is. The armed forces are one place a young man can get straightened out; and for their own good, you wish they all had to serve. The "conscientious objectors" could all serve as medics and go unarmed. Since you've known only a few real C.O.'s anyway, there wouldn't be enough of them do to any harm. Sometimes you think the girls should serve, too; but if the men were real men, the women could understand their own roles.

You occasionally fall asleep during meetings because things are becoming dull. Seems like everyone wants out. They ask for C.O. classifications, hardship, or occupational deferments. Maybe it's General Hershey's fault; he instituted the idea of "channeling" so only some men had to serve. Too many outs are being offered to the young people.

Your fellow board members seem to feel you are too harsh. They act like you are the meanest man alive when you explain that all young men should serve.

CARD #5

You feel badly that you'll have to resign from Local Board #39 in a few years. You've been a member so long that you don't know what you'll do when you can no longer serve. Meanwhile, you hope you can impress the kids who come in that life is more serious than they see it.

Note: You may wish to read over one of your favorite inspirational readings, "Duty, Honor, Country," by General Douglas MacArthur (page 27 in Country, Conscience and Conscription), prior to the local board meeting.

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FACE TO FACE: LOCAL BOARD #39

ROLE: LOCAL BOARD MEMBER (STANLEY NEWMAN)

At 38, you are the youngest member of Local Board #39. Coincidentally, you are also the newest and most liberal member. When you were a Marine Corps Sergeant in Korea, and after you went to college on the G.I. Bill, you never expected to become as liberal as you are now. It often seems the more you learn and the older you get, the more sympathetic you become to people squarely enmeshed in the world's ills. One of these ills is clearly the war in Vietnam. On the other hand, you feel the draft is the fairest method of raising armies in a world where preparedness for war helps keep the peace.

You are manager of the local office of a stock-brokerage firm. You make $25,000 a year and will probably do better in the future. Meanwhile, you enjoy life in Linda Vista. You were married when you were 27, and your two sons were born 7 and 8 years ago. You are glad they will not be called to fight in this war.

You have been a member of Local Board #39 since July of 1969 and suspect the primary reason you were asked to serve was your relative youth, coupled with the highly respectable nature of your firm and job. You were happy enough to become a draft board member but felt, as you still do, that your liberal views should be given full voice on the board. You know your perspective upsets Henry Aldwon and Bob Smith, but you don't feel badly about that; if anything, they could use a jolt now and then.

Conscientious objector cases are where your views are most strongly asserted. You feel that any young man who sincerely objects to war, especially if he would go to jail rather than the armed forces, should be given the 1-O classification. Often you act as a C.O. claimant's on-the-board advocate, especially after the personal appearance is over and the board is coming to a decision. You feel Ed Fair leads board discussions well on C.O. cases, but still think many of these young men need and deserve a sympathetic ear on the local board; this is your role in such situations.

Note: You should read pages 74-76 of your workbook carefully in preparation for the personal appearances.

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FACE TO FACE: LOCAL BOARD #39

ROLE: 3-A Claimant (Earl Jones)

At 21, you have now worked almost 8 months as a full-time electronics technician at KTLV, the local TV station. During your two years at Vista Junior College, you worked part-time at a similar job. You had a II-A deferment for your two-year vocational program at V.J.C. but are not eligible for a II-A now. Your lottery # is 16.

You feel qualified for the 3-A hardship deferment, though. Your dad died just over a year ago, and that really set your mom off. She was visiting her sister, her only surviving close relative, in Kokomo, Indiana, when you had to notify her of his death. She didn't return to Linda Vista for several days, and after your dad's funeral confided to you that she had tried to commit suicide at her motel in Kokomo after your call.

You told "Doc" Ehrman, your family doctor, about your mother's story as soon as possible. He checked with the couple managing the motel, and they said that she had turned on the oven in her kitchenette apartment after blowing out the pilot light. They said they smelled gas and checked her room; she was found collapsed on the floor. One window was wide open, however, which accounts for the couple's quick action. Your mother was placed in a Kokomo hospital for observation for 36 hours and then released; she took the first plane home.

Your father's insurance paid off the house, a car, and all bills, including his funeral expenses, but left nothing for your mom's daily expenses. You have been supporting her since he died; and it's lucky you can, because the only other relatives are your mom's very broke sister in Kokomo, your dad's brothers (all of whom are old and barely able to care for themselves), and your sister who is living with a hippie in Olema, California. Your sister left home about two years ago and never got along with your mom anyhow.

It's very strange, all in all. You wouldn't really mind going into the armed forces and always thought you would do so. You know that welfare and/or your service allotment would probably provide for your mom if you were in the military, but that's not the point: your mom has told you she won't continue to live if you leave her,

too. She told Rev. Arnold of your church how she feels, also; and he recommended she get professional mental help. She stopped attending church at that point and won't discuss church or Rev. Arnold.

You've talked to "Doc" Ehrman about all this, and he says that, while he knows she is in good health physically, he feels her mental health is poor. He wishes she would go to a psychiatrist, but is afraid to broach the subject to her: he expects the same reaction Rev. Arnold received. Ehrman told you that your mother is in fair shape except for her obsession with your going away and hopes she'll relax enough during the next few years to consider therapy.

So, you feel certain you are qualified for the hardship to dependents deferment, and you feel somewhat irritated that the local board didn't just give you the 3-A to begin with. You could understand if you were the type of guy who was trying to use his mother to get out, but you'd be happy enough to go, even though you like your job and your new girl. What can a guy do about his mom when she says she'll die if he leaves and he's afraid not to believe her?

You are very glad that Doctor Ehrman will be with you as your witness before the local board; maybe he can help the board understand.

Note: For information regarding 3-A hardship deferments, you should read pages 73-74 of your workbook. Also, review Dr. Ehrman's letter to your draft board, at page 70.

FACE TO FACE: LOCAL BOARD #39

ROLE: I-O CLAIMANT (JOE SCOTT)

You are appearing before Local Board #39 to convince them that you are entitled to a I-O classification as a conscientious objector. They turned you down, by sending you a I-A classification a few months ago, and you are nervous. You know you are a C.O., but the board doesn't.

You are worried because you didn't file your C.O. claim until you were 20 years old. You went to a large university and found yourself thinking, talking, and reading more and more. You didn't consider yourself religious when you started college, but you do now.

You remember that you were pretty religious as a young man. You attended church seriously until you were 16 when you left the church. Then, the reason was the hypocrisy of most "Christians." You weren't ready for what the church had to say. You're not planning to join any church, but you do wish more church members would live up to their professed beliefs -- especially the command, "thou shalt not kill." To you, Christ was only a great man, but you don't feel his message any less beautiful or right.

You sit wondering what the board will ask you. The draft counseling group you saw once or twice told you to expect boards to ask if you weren't just opposed to the Vietnam war and trying to use C.O. to get out. Sure, you thought -- it is hard to remember when Americans weren't fighting in Vietnam. You recall thinking it would be over by the time you graduated from college. It wasn't -- not that you would have gone into the Army anyway -- though it would have been easier to avoid now without the war.

Peace marches and demonstrations -- sometimes they ask about these. Well, you did march a few times, but stopped when they started to get violent.

Time for a quick review of your beliefs; wish they didn't sound so unorthodox. You believe in the sanctity of the human spirit -- and because all men have human spirits they are sacred and should not be injured or killed. An offense against one man is an offense against all mankind. If you go against your beliefs, you will harm both your

own and the general spiritual growth of man. War is the worst violation of your beliefs; war is the mass, indiscriminate killing of men.

You've thought about going into the armed forces as a medic, but can't forget that medics fix soldiers up so they can fight again. You would help care for soldiers who wouldn't fight again.

Use of force is a question they ask. You distinguish between violent and non-violent force. Violent force intends to kill or seriously injure. Non-violent force intends no serious harm, like restraining a mad-man to keep him from hurting himself or others. You believe in this, but not in violent force.

You've got to explain why you didn't file as a C.O. earlier. Well, you didn't even know what a C.O. was, before. In college, you became aware of the draft and some of the alternatives including C.O. Your first impression was that C.O.'s had to be members of peace churches. Then you realized that a C.O. was so strongly opposed to war, on a religious basis, that he would go to jail before serving as a soldier. As soon as you discovered you were a C.O., you wrote your local board.

Later you realized your life reflected your position as a C.O. You avoided fights and tried to keep conflict on a non-violent level. You now feel your earlier church membership and your doubts about it were indicative of your direction. Your ex-minister, Rev. E. M. Forest, has covered the above ideas, and others, in his letter to your draft board. You are glad Rev. Forest will be appearing with you as your witness.

P.S. You have lottery #34.

Note: You should review the information on the I-O classification and the Selective Service Form 150 for C.O.'s included at pages 74-76 of your workbook. Also, don't forget to review Rev. Forest's letter, page 71.

FACE TO FACE: LOCAL BOARD #39

ROLE: WITNESS FOR REGISTRANT (DR. HERMAN EHRMAN FOR EARL JONES)

Your role is witness before Local Board #39 for Earl Jones. You have known Earl for most of his life and have served as the Jones' family doctor for the past 15 years; you feel qualified to speak to the draft board about this case, and you think Earl should receive the 3-A hardship deferment he has requested.

Allowing all registrants to present witnesses at their personal appearances is a new procedure for Selective Service. You have never appeared as a witness before a draft board until now and you are concerned that your testimony not harm Earl's case. Your plan is to be as brief as possible in your remarks and answers to questions.

What you plan to say in Earl's behalf is mostly contained in your letter to the draft board (see page 70 of your workbook). You have talked with Earl recently about this appearance, so you feel well prepared.

You will be polite but firm with the board; after all, you are 55 and have been a highly regarded general practitioner in the Linda Vista area for 26 years. In your opinion, Martha Jones is a disturbed woman and removing Earl from her life would not only cause a real hardship, but it might just push her over the edge to suicide. You believe in the necessity of a draft, but one of the things you have always liked best about the US system is that it is selective. You feel this case is clearly one where the national interest will be best served by deferring Earl Jones.

CARD #10

FACE TO FACE: LOCAL BOARD #39

ROLE: WITNESS FOR REGISTRANT (REV. E.M. FOREST FOR JOE SCOTT)

Your role is as witness before Local Board #39 on behalf of Joe Scott. Joe is well known to you and you feel certain he qualifies for the I-O classification.

You know that allowing witnesses to appear before the local boards on behalf of any registrant who makes a personal appearance is a new practice; you plan to be brief and careful in your testimony, so as not to get in Joe's way as he tries to convince the draft board to grant his C.O. claim. You will take less than 5 minutes for all your remarks, if possible.

Your letter to the local board (see page 71 of your workbook) says most of what you want to say. You have talked to Joe recently to prepare for this appearance; this conversation may have given you some new ideas about what you plan to tell the board.

At age 57 you are considered one of the more liberal men in the Linda Vista area; you are known to oppose the war in Vietnam and you have questioned the necessity of conscription in the US. You feel that a voluntary army might eliminate many of the problems stemming from the present draft system. However, you realize that these opinions might alienate the draft board and harm Joe's chances of getting the I-O status he wants and richly deserves. You are an effective speaker and will focus your talents (and opinions) on the reasons Joe Scott qualifies for C.O. classification. You are sure he does, especially now that the qualifications for C.O. have been broadened (see page 74 of your workbook).

CARD #A

FACE TO FACE: LOCAL BOARD #39

ROLE: STATE APPEAL BOARD MEMBER AND PERSONAL APPEARANCE UNDERSTUDY

You have a dual role in the simulation. Your primary role, and probably the only one you will play, is that of a member of the State Appeal Board which hears appeals regarding the decisions of Local Board #39. In this role, you are an observer of the personal appearances and will not enter into the proceedings, but will lead in the debriefing sessions which follow the personal appearances.

Your other role is that of understudy to one of the participants in the personal appearances. You have been given the role card of the person whose place you will take if he or she is absent on one or both days of personal appearances. You should read over the card and any pages in the participant's manual referred to on the role card. Read these carefully so that you will be prepared to step in if necessary. Throughout the appearances, observe carefully the person for whom you are an understudy.

Using the worksheet on the back of this page as a guide (PLEASE DO NOT WRITE ON THIS PAGE), take notes during the personal appearances. You are asked to make two kinds of observations in your role as State Appeal Board Member:

1) Concerning the decision of the local board in each of the cases, note what the decision was, how you would have decided, and why you disagreed with the local board (if you did);
2) Regarding the role player you observed, note who this was and whether you would have played the role differently than he or she did; if you would have played it differently, note how and why.

You should refer to your worksheet in making your comments when the teacher calls upon you. You will have only two minutes to give your observations, so be prepared and be brief.

If you have questions concerning your role, be certain to ask the teacher as soon as possible.

CARD #A

WORKSHEET (Use as a guide only--please do not write on this card)

Case #1 -- Earl Jones, applicant for 3-A (hardship) deferment, due to his mother's extreme dependency.

a) Local board decision _____. Your decision _____.

b) Why was your decision different from the local board's (if it was)?_____

_____

Case #2 -- Joe Scott, applicant for 1-O (Conscientious Objector) classification.

a) Local board decision _____. Your decision _____.

b) Why was your decision different from the local board's (if it was)?_____

_____

* * * * * * * *

Role player you observed _____.

Would you have played this role differently?

If yes, how would you have played it?

Why?

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CARD #B

FACE TO FACE" LOCAL BOARD #39

ROLE: LINDA VISTA TIMES NEWSMEN

Two of you are reporters for the Linda Vista Times. One of you is politically moderate: a working reporter. His prime interest is getting the facts and writing news stories with little bias. The other is more liberal and less objective. He writes a column in the Linda Vista Times and tries to concentrate on human-interest stories. He analyzes what happens and does not stick just to the facts.

The two of you should decide who will play which role. You will observe the two personal appearances and then write a brief news story that you will read to the class. (If the facilities are available, you might want to put your stories on a ditto and hand it out instead. You will need to consult with the teacher as to whether this is possible.) Your news stories should be no more than a page and should take no more than a minute or so to read. Take careful notes during the simulation so that your story will be accurate.

Following are suggestions for building your article:

Working Reporter -- Use this rough outline for your story:

1. Cover the basics: what happened, who was involved, where and when. How did it happen, and why.
2. Highlights of the proceedings.
3. Objective summary of what happened, in one or two paragraphs.

News Columnist -- A format for your report on personal appearances follows:

1. Give your readers enough factual data so they know what you are talking about. You might mention the personal appearances at Local Board #39, and refer your readers to the news article your companion is writing for the details.
2. Analyze what happened. What were the human interest angles? What happened, and why do you think it happened? Your readers read your column because they want your viewpoint.
3. Wrap it up. Summarize why what happened should be seen as (important, etc.) .

CARD #B

If you have any questions about your role, be sure to ask the teacher prior to the simulation. You can look at your local newspapers for ideas as to how you should write your story and what kinds of things should be included. You do not need to cover everything, but pick an aspect or aspects of it for your story.

FACE TO FACE: LOCAL BOARD #39

ROLE: KTLV-TV MOBILE TV CREW & ANCHORMAN

The three roles to be played are as follows: a camera man, who will manage the equipment; an on-the-spot-reporter, who will interview persons in the simulation; and a newscaster/anchorman, who remains at the TV station and hosts the evening news.

KTLV-TV is known as a sensationalistic television station. You try to handle every story in a manner designed to generate the most excitement in the short time you have. You will observe during the simulated personal appearances and take notes. At the end of the simulation, you will interview three role-players for the evening news: one minute for each interview. Select the three persons you want to interview prior to the end of the simulation. Ask them for interviews at the end of the simulation.

Choose who will play the three roles in your group, and then decide what you want in the way of equipment for your TV station. You might borrow or create a camera and other tools of your profession. You will not be able to "shoot" any footage during the simulation itself because the draft board will not allow this. Thus, you will not be able to use your camera or other equipment until after the simulation, so you will have to move rapidly.

The basic procedure you should follow (whether you videotape the interviews or do it all "live") is: the anchorman introduces the evening news, explains that local Board #39 has been covered today, then switches to the interviews done on-the-scene; the reporter and cameraman do the on-the-spot interviews, taking one minute for each, making sure that all the exciting or dramatic bits of news are brought out; the anchorman sums up the news from Local Board #39.

As you have undoubtedly watched television a fair amount, you will have a good idea of the roles to be played and how they should be played. If you have any questions, ask your teacher. You will need to consult with your teacher also if you plan to use a videotape recorder to do your coverage, including the three interviews.

CARD #D

FACE TO FACE: LOCAL BOARD #39

ROLE: RAGWEED

You are on the staff of Ragweed, a local underground newspaper. Your newspaper has a left-wing radical perspective. You feel that Selective Service is one of the institutions in this country that rips off the people. You have gotten into this local board personal appearance as an observer unknown to the local board, who would probably never allow you in if they knew who you were.

You and your girlfriend, who is accompanying you tonight, share a very similar view of things. You feel that serving in the US military is wrong. You feel the draft forces people to support an evil society, and you are sympathetic to people who have to deal with their draft boards. However, you feel the only good responses to Selective Service are: don't register and don't get caught, leave the country, get a 4-F and join the "movement," and in some cases resist the draft. You are not tremendously sympathetic to the people appearing before Local Board #39, as none of them plan these responses.

At the end of the simulation, you will read to the class (or if the facilities are available, you might want to ditto and pass out) a story on what you've observed. A possible headline for your story might be "PEOPLE EXPOSE DRAFT PIGS." Pick any title you want, but write the story from your own perspective. You don't worry much about grammar, sentence structure, or any other marks of identification with the establishment. If you have any questions about your role, be sure to ask the teacher prior to the start of the simulation. If you have or can borrow a copy of an underground newspaper, reading it might be helpful in seeing how you should play your role. Remember, you need to be ready to report after both cases have been heard.

FACE TO FACE: LOCAL BOARD #39

ROLE: MEMBER, "YOUNG AMERICANS FOREVER" AND REPORTER, SENTINEL

You play a dual role in the simulation: you are a member of the politically right-wing youth group, "Young Americans Forever," and a reporter for the Sentinel, the newsletter of the regional branch of the Y.A.F.

Your assignment, working with your partner, is to observe the local draft board in action, and then write a two-page story on it for the Sentinel. Your story should explain what happened at the personal appearances from the point of view of your group. If facilities are available, you may want to arrange with your teacher to put your story on ditto-masters to reproduce it and distribute it to the class. Arrange with the teacher in advance, especially since your story will need to be distributed the day after personal appearances are over.

As a staunch member of Young Americans Forever, you share the group's outspoken, conservative beliefs. You know you are among the very few people remaining who have any interest in saving America from Communist and other left-wing threats. You feel the American government has been infiltrated and is run by left-wingers, some of whom border on being traitors to their country. The establishment needs to be purged. People who are interested in saving America need to have a more direct voice in how this country is run.

You feel the Selective Service System is an evil. The government has too much control over individuals, and a volunteer armed force seems to you the only just way to raise military manpower. America needs to be able to defend itself; you are certain, though, that sufficient forces can be raised voluntarily. We wouldn't need such a large standing army if our foreign policy were not dictated by left-liberals. The US has plenty of nuclear weapons and needs only to let other nations know when they are going too far; wars like the one in Vietnam are a waste of men and resources.

Your report of local draft board proceedings will be colored by your beliefs. Your readership consists mainly of persons who agree with you, and your purpose is to provide an interpretation of events. You may want to include your recommendations for change to a volunteer

army and note how this would have affected occurrences before the local board. You may also note whether any member of the draft board merits your criticism or support for his behavior and beliefs.

CARD #F

FACE TO FACE: LOCAL BOARD #39

ROLE: VETERANS OF OTHER WARS

As a member of the Linda Vista Chapter of Veterans of Other Wars (V.O.W.), you are observing the local board and two registrants appearing before it to see how the draft board measures up. The V.O.W. has long been a champion of a strong US military establishment, for a nation's armed forces are what ensures its existence in a chaotic, evil world. In America, the military is a bastion of liberty against the worldwide Communist threat.

Formerly, you agreed with your organization that the Selective Service System was good and useful. In times of cold war and small wars a draft was an efficient way to raise armed forces for the national defense. You are now in sympathy with those in your group who feel some form of Universal Military Training is needed. As one member of V.O.W. put it: "Years ago the majority of young men saw their duty to the country and since we didn't need all of them in the military anyway, the draft was fine. Recently though, it seems like too many of our youth fail to honor their country and do not understand their obligation to it. If all physically fit men had to take a year of military training, I think we might see a desperately needed upsurge in patriotism. After all, military life has long helped boys to become men."

Your group will make a report after observing Local Board #39. You and the other members of V.O.W. should choose a leader to make the report. Five minutes will be allowed for your report, and your leader may wish to take three minutes to summarize the group's conclusions, leaving two minutes for comments. The questions below may help you decide what to include in your report.

1) Do any of the draft board members or registrants strike you as real patriots? Who?
2) As a result of observing the local board, would you advocate any changes in : a system for raising military manpower, our present Selective Service System, today's youth? Why?
3) Does your group have any plans to help achieve the changes advocated in #2 above? What plans?

CARD #G

FACE TO FACE: LOCAL BOARD #39

ROLE: MEMBER, VETERANS FOR PEACE AND LIBERATION

You have been a member of the V.P.L. since you returned from service in Vietnam. You believe that "Amerika" is becoming a fascist state, where individuals exist only insofar as they serve the ruling elite. That the US is an imperialist power is obvious to you; why else would we bother with a country like Vietnam? The men who run this country would rather waste money in places like Indochina than help fix this country up; maybe it's because they can always figure out a way to make money by interfering in other people's struggles. Vietnam is a prime example of a people's war; as far as you're concerned, we should let people work out their own problems, and we should spend our efforts at home.

Your group is observing local board #39 not because you think you will learn anything, but because you hope the V.P.L. report will awaken other veterans and Americans to what is going on. You think the draft baord is made up of people who have been brainwashed into accepting American imperialist ideas. The young men who are scheduled to appear before the board are smart enough to try to stay out of the service, but not brave enough to resist.

Your group will report through its leader its conclusions about the functioning of the local board. The members of your group may choose a leader. All members should help the leader prepare his report. Some things you may want to cover in the report are:

1) Whether members of the draft board and the three registrants appear to be the kind of people who will be helpful in restructuring America. If not, why not?

2) As a result of observing the local board in personal appearances, what changes would you advocate in: a system for procuring military manpower; in the present Selective Service System; in today's youth? Why?

3) What plans does your group have to help achieve the changes advocated in #2 above?

Five minutes will be allotted for your group's report. The leader might use three minutes of the time and leave the remaining two for members' comments.

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